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State Council for Developmental Disabilities

Program Performance Report

For Year 2017

State Council for Developmental Disabilities

Section I: Identification

* - Required input

To provide identifying information of the reporting Council

1. State/Territory*

Massachusetts

2. Federal Fiscal Year Reporting*

2017

3. Contact person regarding PPR information*

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dan.shannon@mass.gov

Section II: Comprehensive Review and Analysis

* - Required field

Adequacy of health care and other services, supports and assistance that individuals with developmental disabilities in Intermediate Care Facilities (ICF) receive

Massachusetts continues to serve individuals in its six Developmental Centers. These centers provide 24-hour support in compliance with federal regulations. Massachusetts assists individuals and families who choose to move to homes in the community. In addition, the Office of Medicaid makes available a Residential Waiver for individuals who need a residential placement that has supervision and staffing, 24 hours a day, seven days a week due to significant behavioral, medical, and/or physical support needs and the absence of available, natural, generic and Medicaid services. The Waiver is a program run by the Commonwealth of Massachusetts through MassHealth that pays for health care for people living in Massachusetts who have medium, low, or no income.

Adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities served through home and community-based waivers receive

The vast majority of people with disabilities in Massachusetts live with their families. Massachusetts offers specialized services and supports including: day supports, employment supports, residential supports, family supports, respite, and transportation. Massachusetts provides specialized services and supports to approximately 32,000 adults with intellectual disabilities and children with developmental disabilities. Currently, the Department of Medicaid in Massachusetts is serving more than 8600 children with developmental disabilities and their families.

MassHealth provides health care benefits to low- and moderate-income people with disabilities. MassHealth offers benefits directly, or by paying part or all of your other health-insurance premiums. Each waiver has a limit on the number of people who can be served in a waiver year. In addition, the Department of Developmental Services has the authority to limit enrollment into the waivers based on availability of funding for new waiver participants. Below are a description of the waivers made available in Massachusetts:

The Children's Autism Home and Community-Based Services Waiver Program: The Autism Waiver Program at the Department of Developmental Services Autism Division serves children, birth through age 8, with an autism spectrum disorder who meet the eligibility criteria. Only 157 children may participate in the Autism Waiver Program at any one time. The Autism Waiver allows children to receive Expanded Habilitation, Education, in-home services and supports, such as Applied Behavioral Analysis (ABA) and Floor Time, for a total of 3 years. At the conclusion of the 3 years of the intensive in-home services, a child may access ongoing Supplemental Services (for example respite and goods and services, etc.) that meet the child's needs and help with the transition out of the intensive Autism Waiver Program— until the child's 9th Birthday. All waiver services require that the child (and the child's family) continues to meet the financial and clinical eligibility requirements for the Waiver Program, 150% of the Federal Poverty Level (FPL).

Community Living Waiver: provides services to individuals who meet the eligibility criteria and require at least one home and community based waiver service per month. These individuals require more support than those in the Adult Support Waiver, but less than those in the Intensive Support Waiver. These individuals either live in the family home, adult foster care, with a live – in caregiver or independently and do not require 24 hour care. Their health and welfare needs can be met either in the family home or in the community. Waiver services may differ depending on the living arrangement of the individual. An individual will only receive services that are needed in order to remain safely in the community. The Community Living Waiver can support participant direction offering both budget and employer authority for specific services if the individual is interested.

Adult Supports Waiver: provides services to individuals who meet the eligibility criteria and require at least one home and community based waiver service per month. These individuals do not require the amount of services provided under either the Community Living Waiver or the Intensive Supports Waiver. These individuals live in the family home, adult foster care, or independently and do not require 24 hour care. Their

health and welfare needs can be met either in the family home or in the community. Waiver services may differ depending on the living arrangement of the individual. An individual will only receive services that are needed in order to remain safely in the community. The Adult Supports Waiver can support participant direction offering both budget and employer authority for specific services if the individual is interested.

Traumatic Brain Injury (TBI) Waiver: Services for TBI clients may include day programs; respite; supported employment; physical, occupational, and speech therapy; transportation; personal care and homemaker services; specialized medical equipment, and home accessibility adaptations. The TBI waiver participant and a case manager work together to develop a plan of services.

Section III: State Plan Implementation

* - Required field

A. Introduction

Provide an executive summary with cohesive information that provides an overview of the report including, but not limited to the following: (1) targeted areas of emphasis, (2) strategies used to implement activities; (3) significant accomplishments and/or barriers to state plan implementation; (4) needs requiring state plan amendments

The Council focused on four goal areas in FY17: Self-Advocacy/Leadership, Supporting Families, Inclusive Communities, and Exercising Rights. Each Goal area was broken down by objective areas. The Council is making effective progress towards each goal area as indicated across all state plan narrative reports and data. Through a robust social media campaign, all targets were exceeded across objectives.

The first Goal focused on Self-Advocacy skill development, and providing opportunities to utilize those skills. The Council offered five Self-Advocacy Leadership Series (SALS) trainings to transition aged youth (17-22) across the Commonwealth. The SALS was also offered to adults with Developmental and Intellectual disabilities during the summer months. The Council worked in collaboration with Massachusetts Advocates for Children on IEP trainings for families in culturally diverse neighborhoods. In addition, grant funding was provided to Massachusetts' Statewide Self-Advocacy (MASS) group to provide additional trainings to self-advocates focusing on decision-making and choice/control training, highlighting individual rights and decision-making.

The second goal of the Council's focused on educating and supporting families. Council staff led a Supporting Coalitions task group, made up of The Arc of Massachusetts, Mass. Families Organizing for Change, the Association of Developmental Disability Providers, Advocates for Autism in Massachusetts, Autism Speaks and several disabilities provider organizations. The Coalition's goal was to educate policymakers about the importance and cost effectiveness of providing family support resources to families of individuals with developmental disabilities eligible for services in the Department of Developmental Services. The group hosted a Supporting Families day at the State House in Boston, developed a Supporting Families brochure to be used as an educational tool, and conducted a webinar on Turning 22 and Day/Employment services available for people with DD/IDD. The Council was a member of the MA Respite Coalition, in addition to other MA human service agencies, Aging and Disability Resource Centers (ADRCs), elder and disability-specific providers and advocacy organizations, health care providers and family caregivers. The Coalition created respite programs targeting families from underserved populations caring for individuals with developmental disabilities. Lastly, the Autism Resource Center of MA was awarded a Council grant to provide trainings to family members from the Vietnamese, Spanish and Arab speaking communities. The families took part in trainings on how to access insurance coverage for their children's autism treatments through MassHealth and other insurance. Activities under this grant focused on identifying community liaisons, coordinating and scheduling trainings, and arranging for translation of materials. Overall, the activities under the Supporting Families goal resulted in 80 people with developmental disabilities and 750 family members participating in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems.

The Council made significant progress meeting the benchmarks set forth in Goal 3, Inclusive Communities. This goal was broken down into two focal areas of emphasis: competitive/integrated employment and affordable/accessibile housing. The Council held leadership roles on state and national initiatives focused on improving higher education, community living and employment opportunities for people with DD/IDD. Nationally, Council staff co-chairs the National Taskforce on Workforce Development. In addition, Council staff is a member Massachusetts Partnership for Transition on to Employment (MPTE) Steering committee. MPTE is a five-year project to improve labor market participation for youth and young adults served by the Massachusetts Department of Developmental Services. Promising Practices have been defined by the working group and communicated out to the full Consortium on a quarterly basis. The group is in Year 2 of the project and has made significant progress. The Council worked in partnership with Massachusetts Advocates Standing Strong (MASS) to deliver employment skills trainings through Independence College to young adults with DD/IDD. We are in the process of gathering follow up data from the graduates. Council staff worked on policy and budget initiatives with the Governor's office and Disability Partners. The Council was influential in its educational outreach to the Governor's office around the ABLE Act. On May 10, Governor Charlie Baker launched the Massachusetts ABLE Act savings program. The ABLE Act allows persons with disabilities to save money without losing benefits such as Medicaid and SSI. Contributions of \$14,000 annually can be made with a cap of 100,000 to preserve SSI eligibility. Lastly, the Council focused on the need for affordable and accessible housing through two initiatives: Building a Home Conference and the Autism Housing Think Tank. Both initiatives educated several individuals and families, in addition to policymakers and the administration

about the housing disparities that exist for people with disabilities. At the end of the reporting year, 316 individuals with DD/IDD and 233 family members reported increased knowledge due to Council led and/or funded initiatives.

The Council issues a press release on the Program Performance Report upon federal approval. The Council also creates an "Annual Report to the Citizens of the Commonwealth", a four page report specifically designed to give the average citizen a better understanding of the Council, its purpose and its major accomplishments. The report provides information about the Council, an update on addressing the State Plan goals and objectives, highlights of activities and accomplishments from the federal annual report, and financial information for the fiscal year. The "Annual Report to the Citizens of the Commonwealth" has received the Association of Government Accountants (AGA) Certificate of Excellence every year since 2008. Both reports are posted on the Council's web page, an announcement and link are provided on Facebook and Twitter. Dissemination of the 4 page report is accomplished through direct mailing to the Governor, Massachusetts Congressional Delegation, the Massachusetts State Legislature, our DD Network partners and the Commissioners and Secretaries of key state disability agencies. Hard copies of the "Annual Report to the Citizens of the Commonwealth", as well as the federally submitted Program Performance Report, are provided to all Council members. Individuals with developmental disabilities, family members, advocates and other organizations on the Council's advocacy and provider group lists are notified through direct e-mail and Facebook and Twitter postings that both the official federal report and the summary report are available on the Council webpage. Hard copies are provided to anyone upon request, including large print and other alternative formats as requested.

Cultural Diversity : Describe the Council's overall efforts to address the needs of individuals with developmental disabilities and their families of a diverse culture through its state plan supported activities

Cultural diversity is a major focus of the five-year State Plan. The Council awarded a Health Insurance Training Grant for underserved families from linguistic and cultural minority communities. The project is for the development and dissemination of trainings on MassHealth and Autism insurance in multiple languages. It addresses the Council's State Plan Objective 2.2, and is anticipated to train approximately 140 families on how to access insurance coverage for autism treatments through MassHealth and other insurance. A main target area of the project is to educate underserved families from linguistic and cultural minority communities by developing trainings in three languages: Spanish, Vietnamese, and Arabic, and disseminating them in conjunction with Community Liaisons. The first two months of the grant period have been used to identify community liaisons, coordinate and schedule trainings, and arrange for translation of materials. The Council also worked in partnership with Massachusetts Advocates for Children to increase active participation of underserved families and transition age youth in IEP meetings by developing curricula and conducting workshops. A linguistically and cultural appropriate training curriculum for Spanish-speaking parents of children with DD was developed. The training incorporated video and questions throughout to engage participants. Extensive outreach was conducted to schools, youth agencies, and partners from diverse communities, such as Boston, Chelsea, Everett, and Lawrence Public School districts; Boston Asian: YES; Haitian American Public Health Initiative (HAPHI); Boys and Girls Club of Dorchester; and Boston area ARCs. A pilot training is scheduled for December of FY18. In addition, the Council developed a new program to meet the needs of transition-aged adolescents with a dual diagnosis as developmentally disabled and mental health

challenges in cultural diverse neighborhoods. The training, Realizing Independence and Self-Empowerment (RISE) was piloted in Boston Public Schools. The series consisted of 8, 2 hour classes, and was taught in the students' classrooms with familiar peers and extensive staff support. The pilot is scheduled to conclude in FY18. Results will be reported at that time.

B. Evaluation of State Plan Implementation

B1. Evaluation Activities

The Council utilized a variety of evaluation methodologies that were best suited to reflect the overall progress being made in each specific activity. Each state plan goal and objective has identified strategies, activities, outputs and expected outcomes. The Council distributed pre training surveys and post training surveys to participants in Council taught and/or funded trainings. Regarding our Rev UP voting initiative, the Council tracked the number of people with disabilities that registered to vote through the Rev Up website. The Council educated people with disabilities and families about disability related events, self-advocacy, parent support, inclusive communities, and guardianship through our Facebook and Twitter page. We tracked each posts' data metrics (views, reactions, comments, shared) to determine if the post was successful in educating the population. The Council hosted its' annual legislative reception and surveyed attendees about their satisfaction with the event. In addition, each meeting scheduled with Legislators educating on the intent of a piece of legislation was documented. The Council tracked all follow up questions and also, how a particular

legislator voted on a bill after meeting with the Council. Lastly, all of the workgroup meetings attended by Council staff was evaluated based on the number of Council developed information that was disseminated to attendees and outreach to Council staff directly related to the information shared by staff.

B2. Evaluation Results

The Council utilized the Developmental Disabilities Suite (DD Suite) project management system for tracking and reporting all Council projects and activities. This provides an effective mechanism for reviewing the current status of all objectives on a quarterly basis, or more often, if needed. The Council is on target in meeting the numerical goals indicated across all state plan goals and objectives. A total of 529 people with developmental disabilities who participated in Council supported activities focusing on Self-Advocacy/Leadership reported an increase of knowledge of how to take part in the decisions that impact their lives. In addition, 397 family members reported the same positive outcome(s). The Consumer Satisfaction Surveys report that 93.3% of survey respondents were satisfied with their participation in project activities.

B3. Lessons Learned and Future work of the Council

The Council will revise the surveys administered to participants as a result of the information provided in FY2019. The surveys will focus on demographic data, in addition to gathering effective post project data, and require our grantees to do the same. Due to across the board budget cuts to DD programs, the Council was unable to apply resources to award a grant to pilot its GED (HiSet) initiative in FY 17. This activity is anticipated to be carried over in FY18, benchmarks will be adjusted accordingly.

C. Input on National Priorities

Input on National Priorities

Nothing to report at this time.

Section IV: State Plan Implementation Progress Report

Detailed Progress Report on Goals

Description

Advocacy and Leadership

Area Of Emphasis

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	true	true
Education and Early Intervention	true	true
Child Care		
Health		
Employment		
Housing		
Transportation		

Area of Emphasis	Planned for this goal	Areas addressed
Recreation		
Formal and Informal Community Supports		

Strategies

Strategies	Planned for this goal	Strategies Used
Outreach	true	true
Training	true	true
Technical Assistance		
Supporting and Educating Communities	true	
Interagency Collaboration and Coordination	true	true
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	true	true
Systems Design and Redesign		
Coalition Development and Citizen Participation	false	
Informing Policymakers	true	true

Strategies	Planned for this goal	Strategies Used
Demonstration of New Approaches to Services and Support		
Other Activities		

3. Intermediaries/Collaborators

Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	true	true
University Center(s)	true	true
State DD agency	true	true
MA Advocates Standing Strong	true	true
Boston Public Schools	true	true
Higher Education Programs	true	false

Provide an overall cohesive description of (a) the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year, (b) the extent to which each goal was or was not achieved for the reporting year, (c) where applicable, factors that impeded goal achievement for the reporting year, (c) needs that require substantive state plan amendment (goal only)

The Council made significant progress in achieving its expected goal outcomes for Goal #1 in 2017. The Council partnered with Bridgewater State University, American International College (AIC), Cambridge College, and 43 community school districts to offer a total of 5 Self-Advocacy Leadership Series (SALS) for students in transition ages 18 to 22 (the expected output was 4 SALS held). Through these efforts, a total of 58 students graduated from SALS, developing critical self-advocacy skills while also engaging in self-advocacy. Through a partnership with Massachusetts Advocates for Children (MAC), MASS, and the Autism Resource Center, the Council also assisted individuals in developing systems advocacy skills in 2017. A total of 7 systems advocacy opportunities were provided to individuals through the Council's efforts (the expected output was 4 opportunities). SALS also offered an adult training series in 2017, which resulted in 33 adults developing self-advocacy skills, achieving the expected output in that area. The Council partnered with Boston Public Schools (BPS) to offer 3 SALS to the minority population residing in the Boston area, which resulted in 26 minority students developing self-advocacy skills in 2017 through Council activities. The Council did face a barrier in reaching the expected output of 40 minority students developing self-advocacy skills. Due to the large size of the district, exchanging information between Boston public programs in a timely manner proved difficult. Another area the Council is making progress is by creating forms that will better track personal information of each student to include their ethnic background. Direct contact with the students will better improve future communication with students in order to track their growth following the program. In addition, the Council made progress in ensuring that people with developmental disabilities develop leadership skills and engage in leadership activities in 2017. Through the Gopen and Crocker fellowships, Collette Divito, Halla O'Keefe, and Melissa Kielbania all developed leadership skills through their work discussed at length on page 36 of this report. However, the barrier still exists of collecting follow-up data to ensure that individuals who developed leadership skills actually followed through and engaged in leadership activities after their involvement with the Council.

4 Year Overview : A description of how the Council will use and build from knowledge gained and progress made to move forward in the next state plan cycle.(This section only applies to the PPR submitted for the Federal Fiscal Year 2020, which will be due by January 1, 2021)

5 Year Overview : For the final PPR of this state plan cycle, provide an overall analysis of the outcomes achieved during the five year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable).(This section only applies to the PPR submitted for the Federal Fiscal Year 2021, which will be due by January 1, 2022)

Objectives

1. A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.

1. **Goal:** Advocacy and Leadership

2. **State Plan Objective** Objective 2

3. **This Objective is**

Individual & Family Advocacy

4. **This Objective is**

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	Yes
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council worked to ensure that adults with developmental disabilities developed advocacy skills and engaged in advocacy activities in 2017. Specifically, through the Self-Advocacy Leadership Series (SALS), the Council trained adults with disabilities. In an effort to increase opportunities for adults with disabilities to be trained in leadership through the SALS, the MDDC offered a train the trainers' course during the month of September to former SALS graduates. The Council also continued to enroll individuals in the Independence College initiative. However, the Council faced challenges finding venues to host classes for I.C. either at a reduced or waived fee. This challenge resulted in a variety of venues being booked at various locations throughout the Northeast region of the state.

8. Outputs Achieved

Expected Outputs	Achieved
2 adult SALS Classes will be held 20 Students will participate in SALS 16 Independence College classes will be held (2 of each) 25 Students will participate in Independence College 20 Students will complete the Independence College practicum. 4 opportunities for systems advocacy will be provided. 10 social media posts on Twitter and Facebook.	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Self-Advocacy Leadership Series (SALS) for adults is offered throughout the state to people with developmental disabilities over the age 18. Students are recruited through the councils' contacts, within the Department of Developmental Disabilities Services (DDS), family support agencies and Mass Advocates Standing Strong (MASS), the statewide self-advocacy organization. In FFY17 a total of 33 adults with disabilities graduated from the SALS program. In an effort to increase opportunities for adults with disabilities to be trained in leadership through the SALS, the MDDC offered a train the trainers course during the month of September to former SALS graduates. Two members of the council staff taught and graduated 10 students and 5 support staff how to teach the SALS to others to become lead trainers. Delta Projects a support provider agency, hosted the four day training. In order to be certified lead trainers, students were asked to complete 28 hours of training. The training course began with an intense review of the eight week series followed by an introduction to script writing and a thorough review of the train the trainers' manual. To receive a certificate of completion, students were asked to teach an assigned activity from one of the 8 class topics. Each student delivered a fifteen minute presentation. Host agencies for the 10 students included Delta Projects, South Shore Community Services- Launch Program and the Arc of Greater Plymouth. In total 43 individuals with developmental disabilities from the state of Massachusetts participated in SALS and train the trainers series offered by the council. The Train the Trainer program was also made available by the MDDC to nine advocates with the DD council of South Carolina.

In FFY 2017 MDDC enrolled 19 students into Independence College. Independence College is an education opportunity that includes classes for people with disabilities to learn important skills that will help them to be more independent. Classes for I.C. include: Basic Self-Advocacy, Self-Direction, Explore Prepare Act, Rights 101, Choice and Control, Voting and Basic Legislative Advocacy. Students were selected based on an application process. Students were required to participate in three core courses and three out of five elective options then complete a final practicum. A practicum is a goal chosen by the student that they have never before tried. Each goal for the final practicum needs to be supported by several action steps that aids the student to work towards achieving their goal. AT the end of FFY 2017, 6 students graduated from I.C.

The MDDC faced challenges finding venues to host classes for I.C. either at a reduced or waived fee. This challenge resulted in a variety of venues being booked at various locations throughout the Northeast region of the state. Difficulties with transportation for students and lack of commitment from support staff resulted in 6 out of 19 students graduating. The Cary Library in Lexington, MA., Beverly Library in Beverly, Middlesex Community College in Bedford and the Massachusetts School of Law in Andover served as I.C. classroom locations.

In continued partnership with Massachusetts Families Organizing for Change (MFOC), information about the council and the story of Sandy Houghton an Inspirational Journey, was shared with 59 parents. The story depicts the life of a woman with a disability and her journey as a mother and self-advocate. Sandy continues to educate families throughout the state about the importance of self-advocacy.

In total 244 members of the general public were educated and increased their knowledge of council supported events to include showings of the Sandy Houghton story and attendance by general members of the community at the SALS, I.C. and train the trainers graduations.

The MASS grant supported 107 people with disability to participate in activities such as the legislative advocacy days at the statehouse, a training on the Basics of Self Advocacy and on the starting a new self-advocacy at the Lifelinks agency. MASS delivers peer training and programming that supports and nurtures self-advocacy in older youth and adults with ID and/or DD. The aim is to arm people with ID/DD with the self-advocacy skills and related knowledge to enable them, to the greatest extent possible, to be the primary decision makers in their own lives and meaningful participants in the design and implementation of local, state, and federal policies that impact

people with disabilities. A total of 45 people with DD were trained on the basics of self-advocacy and how to start their own advocacy group. MASS trained an additional 20 people at the annual MASS conference on Choice and Control a training that highlights individuals having the right to make their own decisions in order to have more control over their life. MASS also increased opportunities for 42 people on disability advocacy by participating in legislative advocacy events at the Massachusetts Statehouse.

In FFY17 MASS Promoted the Gopen fellowship and youth participation in the annual Youth Leadership Series. They Increased membership in MASS and on local and MASS regional and statewide boards and Increased self-advocate participation on other boards, commissions and advisory groups. A total of 3 people on cross disability coalitions and boards MASS facilitated two self-advocates being named to the Massachusetts Partnership on Transition to Employment Consortium (Kamisha Heriveau & Jillian Berube) and supported one advocate from Central Mass to attend the Worcester REDD Group.

The Council implemented networking and social media strategies via Twitter/Facebook to connect adults with developmental disabilities and family members to advocacy opportunities. The projected target of 10 posts in FY17 was reached. The post that had the most traction was posted on 6/29:

In FFY17, The Council Empowerment Funds (CEF) assisted 18 individuals to attend the Cerebral Palsy Prep for Life Conference, the Social Thinking Conference and a socialization group.

The Council hosted its' biannual bill sharing session to assist membership in choosing the policy priorities for the new two year legislative cycle. Advocacy organizations are invited to present their bills to both council members and the general public. The event was held on January 31st. Eight advocacy organizations presented their bills to an audience of 40 attendees. The Council also hosted its' annual Legislative Reception on March 27th with advocacy partner ARCMA at the State House in Boston. The purpose of this event is to provide an opportunity for people with disabilities to engage in systems advocacy. Over 300 people attended the event. Legislative champion awards were given out to Senator Jason Lewis and Representative Jim O'Day. The Governor also attended and issued a Proclamation. At the conclusion of the event, informational packets on disability legislation and the Council's initiatives were delivered to 200 Legislators. Of the 340 people who attended the Bill Sharing and Legislative Reception, 100 people were people with developmental disabilities.

The Council was contacted by a mother of a young adult with FASD. Her concern is that people with FASD aren't receiving the services needed to live successfully in the community. A first meeting was held to develop an understanding of the issues. A second meeting was held with additional parents and the Director of Screening and Early Identification Projects with the Dept of Public Health. Council staff worked with the group to develop a fact sheet on FASD and also help them establish the framework for an FASD advocacy group.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased knowledge about self-advocacy, improved advocacy skills. Increased knowledge about self-direction and systems advocacy. Increased # of individuals interacting with legislators and policy makers and networking with others.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

In ffy17 a total of 33 adults with disabilities graduated from the SALS program, an 8 week training series that teaches the fundamentals of leadership. In an effort to increase opportunities for adults with disabilities to be trained in leadership through the SALS, the MDCC offered a train the trainers course during the month of September to former SALS graduates. Two members of the council staff taught and graduated 10 students and 5 support staff how to teach the SALS to others to become lead trainers.

MDDC enrolled 19 students into Independence College. I.C. is an education opportunity that includes classes for people with disabilities to learn important skills that will help them to be more independent. Classes for I.C. include: Basic Self-Advocacy, Self-Direction, Explore Prepare Act, Rights 101, Choice and Control, Voting and Basic Legislative Advocacy. Students were selected based on an application process. Students were required to participate in three core courses and three out of five elective options then complete a final practicum. A practicum is a goal chosen by the student that they have never before tried. Each goal for the final practicum needs to be supported by several action steps that aids the student to work towards achieving their goal.

The MASS grant supported 107 people with disability to participate in activities such as the legislative advocacy days at the statehouse, a training on the Basics of Self Advocacy and on the starting a new self-advocacy at the Lifelinks agency. MASS delivers peer training and programming that supports and nurtures self-advocacy in older youth and adults with ID and/or DD. The aim is to arm people with ID/DD with the self-advocacy skills and related knowledge to enable them, to the greatest extent possible, to be the primary decision makers in their own lives and meaningful participants in the design and implementation of local, state, and federal policies that impact people with disabilities. MASS also increased opportunities for 42 people on disability advocacy by participating in legislative advocacy events at the Massachusetts Statehouse.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities.

While the Council worked on changing policy through its policymaker education activities in other goals through legislation, there are no stories to report of any policy or legislative changes during 2017, as the Council 's membership did not select any legislation relevant to minority students developing advocacy skills in 2017.

2. A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.

1. Goal: Advocacy and Leadership

2. State Plan Objective Objective 3

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	Yes
b. Targeted disparity *	Yes
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The MDDC in partnership with eight Boston Public schools offered a total of three Self-Advocacy Leadership Series (SALS) to a minority population residing in the Boston area. The Self-Advocacy Leadership Series consists of eight 2 hour classes that focus on the fundamentals of leadership. A total of 26 students graduated from the series and 35 members of the general public were in attendance for graduation and educated on council efforts.

To address the needs of an at risk minority population, the Massachusetts Developmental Disabilities Council through council funds awarded a grant to Kimberly Menzel in the amount of \$,3250.00 to create a self-advocacy training for transition aged students with mental health and behavioral challenges. Using a variety of combined resources, a guideline of recommendations for an 8 week series was created and later approved. Topic for the series include the following: Welcome, communication, Empowerment and overcoming struggle, self-advocacy, Leadership & getting what you want, goal seeking, emotion regulation and stress management.

The MDDC provided a \$5000.00 grant with \$500.00 in Match funds to Mass Advocates for Children (MAC) to increase active participation of underserved families and transition age youth in IEP meetings through the development of curricula and conducting workshops. Project staff have developed a linguistically and cultural appropriate training curriculum for Spanish-speaking parents of children with DD. The training incorporates video and questions throughout

to engage participants, including identifying concerns that many of them have with the special education services their children are receiving, so that those concerns can be addressed throughout. The curriculum is focused on the crucial role of parents throughout the special education process, language access rights in special education, and immigrant rights in education, including resources for parents whose rights have been infringed upon based on their national origin.

8. Outputs Achieved

Expected Outputs	Achieved
2 Youth SALS Classes will be held 20 students will participate in SALS 4 opportunities for systems advocacy are provided 1 IEP training project developed and grant awarded 20 minority students and family members trained in the IEP and education rights. 10 social media posts on Twitter and Facebook.	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The MDDC in partnership with eight Boston Public schools offered a total of three Self-Advocacy Leadership Series (SALS) to a minority population residing in the Boston area. The

Self-Advocacy Leadership Series consists of eight 2 hour classes that focus on the fundamentals of leadership. A total of 26 students graduated from the series and 35 members of the general public were in attendance for graduation and educated on council efforts.

Council staff met with Assistant Special Education Director, Marissa McCarthy and STRIVE coordinator, Diane Campbell to discuss the SALS that had been offered to our newest partner, McKinley Prep High School. STRIVE stands for Supported Trainings to Reach Independence through Vocational Experiences and McKinley Prep is one of four small, therapeutic sites for students with severe emotional/ behavioral challenges in Boston. Students from McKinley did not meet our typical standards for our SALS program therefore made it a challenge to meet the needs of the students. This population was unable to identify with our peer lead

trainer and followed a high school diploma track as opposed to a certificate track. Students from McKinley required a different program to help them to succeed. The MDDC sought out a contractor to research and develop and a program better suited for this population.

The Massachusetts Developmental Disabilities Council through council funds awarded a grant to Kimberly Menzel in the amount of \$,3250.00 to create a self-advocacy training for transition aged students with mental health and behavioral challenges. Kim set up consultation meetings with Boston public teachers, MDDC staff and a mental health professional with extensive experience working with at risk populations. Additional resources sought out included education and mental health journals, websites on how best to work with adolescents with behavioral and mental health challenges, curriculums of other self- advocacy programs and related lesson plans from lesson sharing websites for teachers. Using the combined resources, a guideline of recommendations for an 8 week series was created and later approved. Topic for the series include the following: Welcome, communication, Empowerment and overcoming struggle, self-advocacy, Leadership & getting what you want, goal seeking, emotion regulation and stress management.

One of the barriers to this creating this project was achieving effective communication with Boston Public staff. Due to the large size of the district, exchanging information between Boston public programs in a timely manner proved difficult. As the Council gets to know key people

to communicate with, time sensitive information such as setting up calendars and communicating with various school personnel continues to improve. Another area the council is making progress is by creating forms that will better track personal information of each student to include their ethnic background. Direct contact with the students will better improve future communication with students in order to track their growth following the program. An information form has been developed with request for contact information on one side and a photo release form on the other.

The MDDC provided a \$5,000.00 grant with \$500.00 in Match funds to Mass Advocates for Children (MAC) to increase active participation of underserved families and transition age youth in IEP meetings through the development of curricula and conducting workshops. Project staff have developed a linguistically and cultural appropriate training curriculum for Spanish-speaking parents of children with DD. The training incorporates video and questions throughout to engage participants, including identifying concerns that many of them have with the special education services their children are receiving, so that those concerns can be addressed throughout. The curriculum is focused on the crucial role of parents throughout the special education process, language access rights in special education, and immigrant rights in education, including resources for parents whose rights have been infringed upon based on

their national origin. Two versions of the training were developed, one focusing on basic rights in special education, and the other on school districts' role in preparing students with DD for life after high school. Two transition-focused workshops were scheduled for Latino parents of children with DD.

One youth with disabilities agreed to conduct one of the trainings that will help students understand the importance of self-advocacy and participating in their Team meetings. Project staff have worked with Maximo to develop a training curriculum for youth with DD that is focused on the importance of student participation in the IEP process for successful transition outcomes. Project staff have discussed ways to make the training "hands on" in order to engage the youth participating in the training. At the pilot training the trainer began with an ice-breaker activity, engaged students in the process of learning self-advocacy and ended with a final activity that equips the youth to leave with a tangible "to do item", to help them advocate for themselves at home or at their next Team meeting.

Project staff have conducted intensive outreach to schools, youth agencies, and partners from diverse communities, such as Boston, Chelsea, Everett, and Lawrence Public School districts; Boston Asian: YES; Haitian American Public Health Initiative (HAPHI); Boys and Girls Club of Dorchester; and Boston area ARCs. During this period a total of 15 people with DD to include the instructor participated in the pilot along with 4 teachers.

Meeting regularly an MDDC grantee, the Federation for Children FCSN worked jointly with HAPHI to develop an outreach plan for Haitian families whose children have developmental disabilities and special education needs, with the goal of informing, educating, and empowering the families. Activities consisted of identifying community outlets where Haitian families gather or access information, including Haitian churches and social service organizations. Flyers, social media, radio programs (the Radio Concorde in Mattapan), and face-to-face networking, in both English and Haitian Creole, were also used to reach families.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased knowledge about self-advocacy, improved advocacy skills. Increased # of individuals interacting with legislators and policy makers and networking with others. Increased # family members effectively advocate for services in their child's IEP.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Outreach to minority members of the community have increased through Councils' efforts through diverse programs such as R.I.S.E. and the distribution of materials. Boston Public schools have access to the SALS leadership program and there has been an increase in active participation of underserved families and transition age youth in IEP meetings through the development of curricula and conducting workshops.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities.

While the Council worked on changing policy through its policymaker education activities in other goals through legislation, there are no stories to report of any policy or legislative changes during 2017, as the Council 's membership did not select any legislation relevant to youth with developmental disabilities developing advocacy skills in 2017.

3. A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.

1. Goal: Advocacy and Leadership

2. State Plan Objective Objective 1

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	Yes
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No

	The Objective is
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council in partnership with Massachusetts Advocates for Children (MAC) has increased the number of people with intellectual disabilities and autism included in higher education. Over 200 young adults with ID and autism are included in state college and universities.

The Commonwealth's first inclusive resident life initiative was successfully implemented this year. The pilot at Bridgewater State University fully included two students with intellectual disabilities and autism in dormitory living, and the students are thriving on the campus.

MAC conducted intensive outreach to legislators focusing on legislators with colleges and districts including students with ID and autism through the MAICEI grant program, and legislators in leadership positions. MAC also provided and widely distributed extensive materials for self-advocates to support participation in system advocacy, including: an informational brief written in "plain language" describing how laws are made; templates that can be used by self-advocates; and information about how to contact policy makers. The MDDC in partnership with Bridgewater State University, American International College (AIC), Cambridge College and forty-three community

school districts offered a total of five Self-Advocacy Leadership Series for students in transition ages 18-22. In FFY17 a total of 58 students graduated from the SALS.

8. Outputs Achieved

Expected Outputs	Achieved
4 Youth SALS Classes will be held 32 students will participate in SALS 4 opportunities for systems advocacy will be provided 10 social media posts on Twitter and Facebook	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

In partnership with Bridgewater State University, American International College (AIC), Cambridge College and forty-three community school districts, the MDDC offered five Self-Advocacy Leadership Series for students in transition ages 18-22. In FFY17 a total of 58 students graduated from the SALS. The Self-Advocacy Leadership series (SALS) focuses on teaching the fundamentals of leadership. Class topics include: Who I am, Communication, Feelings and Values, Self-advocacy, Leadership, Team building, Rules and Laws and Speech writing. At the end of each series taught students are required to present a speech a during a graduation ceremony.

Two SALS graduates were provided an opportunity to serve as peer mentors. Mentors are provided the responsibility of assisting the SALS trainers and other students with class activities. Another student was selected to sketch the program cover for the Council's 39th annual Legislative reception. His talent was discovered during his presentation at the SALS graduation with his final project being a sketch of characters signing the words "Self-Advocacy Rules". He was later publicly acknowledged on a local television channel for his artwork and how the SALS helped him to present the work he creates.

Prior to and following each series, students along with their teachers were asked to answer a 5 question pre and post survey to determine how the series impacts students understanding self-advocacy. Out of 39 students surveyed, 28 students reported increased skills as a result of participating in the SALS. Students were not surveyed on demographic or ethnic background due to alternate survey tools being used at that time. A consumer satisfaction survey was completed by 32 transition aged students reporting they participated in the SALS and reported they were satisfied with the project activity.

Strategies to educate the community about the SALS for students in transition include posts made on social media to include Facebook and twitter, the participation in a local transition fair, a movie showing sponsored by the council and several SALS graduations. In Springfield over 200 community members participated in an annual transition fair. Parents along with other agencies and educators exchanged resources and information on opportunities for transition aged students. One movie showing of the Sandy Houghton Story and Inspirational journey was shared with 30 individuals at an area event. The movie talks about the personal journey of a woman with a disabilities, the importance of self-advocacy and highlights MDDC opportunities to include the SALS for transition aged students. As a result of five SALS graduations took place throughout the commonwealth, 240 families were in attendance. In total 470 members of the general public learned about council efforts and programs.

In July, 60 people to include 53 young adults and 7 adult supporters participated in the statewide annual Youth Leadership Forum (YLF) at Bridgewater State University. YLF is a cross-disability 3-4 day conference for youth from around Massachusetts in their final two years of high school, and it provides young adults the opportunity to serve as peer leaders. It offers participants training and resources that will be useful to them as they make the transition to higher education, work, and successful independent living as adults. Fourteen peer leaders who attend college or are employed and 39 high school students with disabilities attended YLF, representing over 40 towns from across the Commonwealth.

MDDC staff serves on the standing committee with 20 other collaborators to plan and staff the four-day event. Seventeen organizations collaborated with lead organizer Partners for Youth with Disabilities. YLF was funded through the Massachusetts Rehabilitation Commission.

The forum began with a full day of peer leader training and orientation. Over the next 3 days, youth with disabilities participated in team building activities, attended workshops, met with career mentors at a luncheon and participated in recreational evening activities. Individuals slept in dorm rooms and ate most of their meals in the University's cafeteria. Workshops included disability pride and ableism, legislative advocacy, transportation, self-determination, employment, higher education, assistive technology, adaptive sports, a theater workshop and other topics important for leadership, empowerment and successful independent living. Several of the MDDC's Self-Advocacy Leadership Series trainers served as career mentors and conducted an interactive workshop on effective communication.

On the last afternoon of the forum, a resource fair was held with over 20 exhibitor organizations sharing information with the youth and their parents. Parents had the opportunity to speak with an adviser about transition challenges and questions when they dropped off or picked up their children.

Of the 11 YLF participants responses to the MDDC participant survey, 82 were overwhelmingly positive. Comments included:

“I loved being a part of YLF, inspiring, life-opening experience”.

“This allowed me to figure out how to support myself going into college in the fall.”

“The YLF is a life-changing moment and educational. I encourage people with Autism, or whatever type of disorder, to be part of YLF.”

The Council implemented networking and social media strategies to connect youth with developmental disabilities to advocacy opportunities. There were eleven posts in FY17 via Facebook and Twitter. An example of a post that received the most traction was the post informing students about the Council sponsored Youth Leadership forum that was posted on 4/10 where 970 youth were reached.

In partnership with Massachusetts Advocates Standing Strong the MDDC educated 15 youth to increase their knowledge of how to take part in decisions that affect their lives, the lives of others and / or systems. Eight young adults attended a meet and greet run by MASS to learn about the statewide organization and how to get involved. Seven others participated in training at the Autism resource center.

In partnership with Massachusetts Advocates for Children (MAC) the MDDC has increased the number of people with intellectual disabilities and autism included in higher education. Over 200 young adults with ID and autism were included in state college and universities during this grant period. This increase in numbers reflects the strong commitment to inclusion, as college and school districts maintained the higher numbers even with the 9c budget cuts implemented in March.

Fifteen state colleges and universities are currently partnering with 73 school districts and Institutes of higher education, including UMass Amherst, UMass Boston, Bridgewater State University, Framingham State University, Westfield State University, Salem State University and Bristol, Bunker Hill, Holyoke, Roxbury, MassBay, Middlesex, Mt. Wachusett, Northern Essex and Cape Cod community colleges. In addition, the Commonwealth’s first inclusive resident life initiative was successfully implemented this year. The pilot at Bridgewater State University fully included two students with intellectual disabilities and autism in dormitory living. There are now plans to increase the number of students living on campus next year. Discussions are underway regarding expansion of inclusive dormitory living options to other colleges in the future.

Project staff reached out to one of the students living in the dormitory to participate in a presentation at a Federation for Children conference. The student presented to approximately 65 parents/advocates, and talked specifically about how college has helped him to be more successful and independent. The student is also working at a movie theatre.

Project staff developed and distributed informational materials, including a fact sheet and copies of data illustrating employment outcomes, to inform individuals, families, educators, policy makers, and higher education officials about the importance of higher education opportunities to support competitive employment and inclusive independent living. Project staff developed informational materials for families and educators to support their systems advocacy around Inclusive Concurrent Enrollment. This information was distributed to over 300 family members, educators, and advocates.

An informational brief written in “plain language” describing how laws are made, templates that can be used by self-advocates and information about how to contact policy makers were provided to self-advocates. Over 35 individuals with DD engaged in advocacy with policy makers. 100 people with DD have participated in council supported activities through the MAICEI program by supporting MAICEI by writing to their legislator or attending a training provided by MAC’s youth fellow. 80 family members participated in council supported activities by attending training presented by MAC’s youth fellow. A total of 11 social media posts were made on this objective.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased knowledge about self-advocacy, improved advocacy skills. Increased # of individuals interacting with legislators and policy makers and networking with others.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

As a result of participating in the series, two SALS graduates were provided an opportunity to serve as peer mentors. Mentors are provided the responsibility of assisting the SALS trainers and other students with class activities. Two of the SALS graduates became peer mentors. Mentors are provided the responsibility of assisting the trainers and other students with class activities.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

One student, Bryan Velasquez an FFY17 SALS graduate who identifies as Latino was selected by the council to sketch the program cover for the Council's 39th annual Legislative reception. At the legislative reception, artist Bryan Velasquez received an honor of achievement for his artwork and contribution to the reception. Bryan's talent was

discovered during his final presentation at the SALS graduation with his final project being a sketch of characters signing the words “Self-Advocacy Rules”. Bryan was later publically acknowledged on a local television channel for his artwork and how the SALS helped him to present the work he creates

The Council could not report additional stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities.

While the Council worked on changing policy through its policymaker education activities in other goals through legislation, there are no stories to report of any policy or legislative changes during 2017, as the Council ‘s membership did not select any legislation relevant to adults with disabilities developing advocacy skills in 2017.

4. A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.

1. Goal: Advocacy and Leadership

2. State Plan Objective Objective 4

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	Yes
b. Targeted disparity *	No
c. DD Network Collaboration *	Yes
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council worked to assist individuals with developmental disabilities become leaders in disability advocacy in 2017. Through the Gopen and Crocker fellowships, Collette Divito, Halla O'Keefe, and Melissa Kielbania all developed leadership skills with the Council's support. Specifically, Collette continued to expand her cookie company through the utilization of a \$20,000 grant. Collette wishes to utilize her business to create more jobs for people with disabilities. Halla O'Keefe utilized Gopen fellowship to complete a project on peer support. Specifically, her primary focus is on developing two programs using a civil rights and self-advocacy approach to special education and disability support. For disability support, she is exploring the idea of peer support advocates drawn from the self-advocate community. In the second, she seeks to bring the self-advocate perspective to a rights-driven model of special education advocacy, and to make such advocacy available to underserved families. In addition, Melissa Kielbania utilized her Crocker fellowship to implement a project on inclusive recreation for older elementary school children. The Council also supported self-advocates and families through the Council Empowerment Fund. The Council did find, however, that a barrier still exists of collecting follow-up data to ensure that individuals who developed leadership skills actually followed through and engaged in leadership activities after their involvement with the Council.

8. Outputs Achieved

Expected Outputs	Achieved
1 Fellowship grant awarded 1 Gopen Fellowship completed 1 Crocker Fellowship completed 4 Council and partner advocacy events 5 board, workgroup and other leadership opportunities 10 leaders participating in advocacy and on boards, etc. 10 social media posts on Twitter and Facebook	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Council partnered with the Institute for Community Inclusion (ICI) and other 3 MA DD Network partners, utilizing \$20,000 in grant funds to support the Barbara Wilenskey Gopen Fellowship Collette Divito was awarded the fellowship to help grow her cookie company, Colletley's Cookies with a goal to create jobs for people with disabilities. Throughout her fellowship, Collette worked to scale up her company up and spread the word.

Collette made strides towards building her cookie business and receiving both national and international recognition for her efforts. If FFY17 Collette's cookie business expanded from baking several dozen cookies per week in her home kitchen to thousands of cookies. By the end of December the total hit 50,000 orders. The Golden Goose, the North End market which sold Collette's cookies, stepped in

to help by offering Collette its commercial kitchen and cooking staff in the evenings. The Commonwealth Kitchen expedited Collette's application so that she was able to hire a baking crew there to keep up with demand. Collette's sister took charge of social media and actively manages the Collettey's Cookie Facebook page and Twitter feed. A group of college women are assisting Collette with her 45,000 messages, mail and cookie orders which often include personal notes for Collette. By the end of December, several major businesses contacted Collette expressing interest in selling her cookies, while others provided advice and offered assistance with her expanding business.

In October, Collette received word from the Commonwealth Kitchen that the first phase of her application to rent commercial kitchen space was approved. She was invited to submit additional application materials and to go in for an interview. For several weeks Collette worked on the next phase of the application, including a comprehensive business application, workflow chart and business plan. Her application to rent commercial kitchen space was approved. In mid-November the local Boston CBS news affiliate decided to film a segment on Collette's cookie business and her dream to one day hire people with disabilities to work there. The news segment featuring Collette aired the day after Thanksgiving and immediately went viral on social media and the internet. Over the next month, other news outlets picked up the story, including CBS National News, Good Morning America, CNN, ABC News, The Boston Food Journal, Fox News, Upworthy, The Mighty and many internet news outlets and blogs. Her story was covered internationally in Britain, Ireland, France, Nigeria and other countries. By the end of December Collette's story had close to 9 million likes on Facebook.

Recruitment for 2017-18 Gopen and Crocker Fellowships took place and Fellowship candidates were interviewed in late May. For the Gopen Fellowship, Hala O'Keeffe was selected to do a project on peer support. The selected Crocker Fellow, Melissa Kielbania, will implement a project on inclusive recreation for older elementary school children. Hala is working on several concurrent initiatives for her Fellowship. The primary focus is on developing 2 programs using a civil rights and self-advocacy approach to special education and disability support. For disability support, she is exploring the idea of peer support advocates drawn from the self-advocate community. In the second, she seeks to bring the self-advocate perspective to a rights-driven model of special education advocacy, and to make such advocacy available to underserved families.

Six people are participating in the peer support program headed by Halla and she is working with 2 self-advocates who are helping her to write a course in special education advocacy from the disability rights perspective. She also identified 4 families who have identified as lower income and or with access barriers to parent education and advocacy. In September, Halla attended weekly LEND Fellowship training classes. 6 advocates and 4 family members were trained about peer support and special education by the Gopen Fellow.

On September 20th, ten former and current Gopen and Crocker Fellows convened at the Institute for Community Inclusion for the 2017 Fellowship Luncheon. Mass. Developmental Disabilities Network staff from the Institute for Community Inclusion, E.K. Shriver Center and the Council also attended. This annual event introduced the new Fellows and gave them a chance to share information about their projects with the experienced Fellows. Past Fellows provided advice to the new Fellows, and gave updates on their accomplishments and challenges. 10 family members attended the luncheon.

Through the Council Empowerment funds a total of 61 self-advocates and their families increased their knowledge in how to take part in decision making through a variety of activities to include the Parent Consultant Training Institute, a Guardianship series and several conferences: The Buddy walk, AANE connections conference, Parder0Willi, conference for women with Autism and the Wrightslaw special Education conference.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
improved systems advocacy skills; Increased # of individuals people advocating with legislators and other policy makers Increased number of people participating as leaders on boards, committees, work groups, etc.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

By offering a train the trainer SALS course to former SALS graduates, the Council has developing new self-advocate leaders while simultaneously expanding the availability of the SALS statewide. The 19 students who participated in Independence College were provided the opportunity to complete a practicum and present it to a group of reviewers. This opportunity helps individuals to develop skills toward becoming a leader. The MASS grant supported 42 people with developmental disabilities to participate in activities such as the legislative advocacy days at the statehouse. MASS also delivered peer training and programming to support and nurture leadership skills. This objective is on target for improving systems advocacy skills, an increased # of individuals people advocating with legislators and other policy makers, and an increased number of people participating as leaders on boards, committees, work groups, etc.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities.

5. 50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.

1. Goal: Advocacy and Leadership

2. State Plan Objective Objective 5

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	Yes
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Planning

7. Provide an overall description of this effort

No activities were conducted under this objective.

8. Outputs Achieved

Expected Outputs	Achieved
1 grant issued 4 people with developmental disabilities employed by MASS as trainers 8 opportunities for PWDD to provide trainings to other PWDD 25 people trained 4 opportunities for disability advocacy provided 6 MASS trainings to support Council's skills training initiatives 20 hours dedicated to assisting MASS to diversify funding sources 10 hours dedicated to supporting MASS self-advocates on cross-disability and culturally diverse leadership coalitions 10 social media posts on Twitter and Facebook	false

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

A grant was awarded to Mass Advocates Standing Strong (MASS) in 2017. MASS is assisting the Council in addressing multiple objectives under the advocacy and leadership goal. MASS reported advocacy and leadership activities under objectives 1, 3 and 4. This objective will be removed the State Plan beginning in 2018.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
MASS maintains a disability advocacy presence Increased number of new self-advocate leaders Increased support to self-advocate leaders Increased awareness of MASS Increased funding opportunities for MASS	

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

See above.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

See above.

Individual & Family Advocacy Performance Measure

Description

Advocacy and Leadership

Race/Ethnicity

Race/Ethnicity	#	%
White, alone		
Black or African American alone		
American Indian and Alaska Native alone		
Hispanic/Latino		

Race/Ethnicity	#	%
Asian alone		
Native Hawaiian & Other Pacific Islander alone		
Two or more races		
Race unknown		

Gender

Gender	#	%
Female		
Male		
Other		

Category

Category	#	%
Individual with DD		
Family Member		

Geographical

Geographical	#	%
Urban		
Rural		

I. Output Measures

Objective	Performance Measure : IFA 1.1 People with DD who participated in activities	Performance Measure : IFA 1.2 Family members who participated in activities
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	73	80
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	268	246

Objective	Performance Measure : IFA 1.1 People with DD who participated in activities	Performance Measure : IFA 1.2 Family members who participated in activities
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	150	82
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.*	71	75
50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.*	0	0
Total # of Output Respondents	150	40

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD who increased advocacy	84.6

Performance Measures	Percent (%)
IFA 2.2 Percent of family members who increased advocacy	100

Sub-Outcome Measures : The number (#) of people who are better able to say what they want/say what is important to them

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	0	40
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	0	0
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	59	0

Projects	# People with developmental disabilities	# Family Members
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.*	72	0
50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	131	40
IFA 2.3 Percent of people better able to say what they need	87	100

Sub-Outcome Measures : The number (#) of people who are participating in advocacy activities

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	40	0

Projects	# People with developmental disabilities	# Family Members
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	0	0
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	30	0
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.*	0	0
50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	70	0

Projects	# People with developmental disabilities	# Family Members
IFA 2.4 Percent of people participating in advocacy activities	47	0

Sub-Outcome Measures : The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	37	0
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	0	0
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.*	23	0

Projects	# People with developmental disabilities	# Family Members
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.*	13	0
50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	73	0
IFA 2.5 Percent of people on cross disability coalitions	49	0

IFA 3 The percent of people satisfied with a project activity*

87

IFA 3.1 Percent of people with DD satisfied with activity*

85

IFA 3.2 Percent of family members satisfied with activity*

100

System Change Performance Measures

Description

Advocacy and Leadership

SC 1: Output Measures - The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0	0	0	0	0	0

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0	0	0	0	0	0
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0	0	0	0	0	0

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.	0	0	2	2	0	1	0	11	1
50 self-advocate leaders will participate in cross-disability/ culturally diverse leadership coalitions through September 30, 2021.	0	0	0	0	0	0	0	0	0

Systems Change SC 2: Outcome Measures

Outcome Measures	Number(#)
SC 2.1 - Efforts that led to improvements *	0
SC 2.2 - Efforts that were implemented *	0

Sub-Outcome Measures

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0
A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.	0	0	0	0
A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.	0	0	0	0

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
50 self-advocate leaders will participate in cross-disability/ culturally diverse leadership coalitions through September 30, 2021.	0	0	0	0

Detailed Progress Report on Goals

Description

Inclusive Communities

Area Of Emphasis

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment	true	true
Housing	true	true
Transportation		
Recreation		
Formal and Informal Community Supports	true	

Strategies

Strategies	Planned for this goal	Strategies Used
Outreach	true	true
Training	true	true
Technical Assistance		
Supporting and Educating Communities		

Strategies	Planned for this goal	Strategies Used
Interagency Collaboration and Coordination	true	true
Coordination with Related Councils, Committees and Programs	true	
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	true	true
Demonstration of New Approaches to Services and Support		
Other Activities		

3. Intermediaries/Collaborators

Collaborators	Planned for this goal	Actual
State Protection and Advocacy System		
University Center(s)	true	true
State DD agency	true	true
MA Advocates Standing Strong	true	true

Collaborators	Planned for this goal	Actual
Independent Living Centers	true	true
MA Rehabilitation Commission	true	true

Provide an overall cohesive description of (a) the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year, (b) the extent to which each goal was or was not achieved for the reporting year, (c) where applicable, factors that impeded goal achievement for the reporting year, (c) needs that require substantive state plan amendment (goal only)

The Council made great progress in accomplishing the benchmarks that were set in year one of the overall goal. The Council was instrumental on both a national and local level addressing the importance of inclusive communities and various initiatives that made this a viable option for many people with Intellectual and Developmental Disabilities. The Council members defined “meaningful lives” three ways: employment, housing and accessible recreation. Initiatives included target efforts around all three of the identified areas. Based on the Council’s analysis of housing availability for people with DD/IDD, the Council determined that increased awareness and education about housing options was lacking. The Council has begun addressing this lack of information sharing by focusing on educating applicable stakeholders through trainings and a robust, targeted social media campaign. Council staff Council Support two initiatives: Building a Home Conference and the Autism Housing Think Tank; both of which are thoroughly explained in the overall narrative. Both initiatives educated over 200 individuals and

families, in addition to policymakers being educated by a whitepaper about the housing disparities that exist for people with disabilities. The Council addressed the need for skill development for people with DD/IDD to obtain competitive, integrated employment of their choice through self-advocate trainings, educating policymakers about bills that open the doors to higher education for students with disabilities, and being an active leader on state and federal coalitions. The Council will continue to build on the successes that were reached in year one of the state plan. Now that we are aware of the data that is being requested, we will be able to target our program evaluations around collecting demographic data and consumer satisfaction surveys.

4 Year Overview : A description of how the Council will use and build from knowledge gained and progress made to move forward in the next state plan cycle.(This section only applies to the PPR submitted for the Federal Fiscal Year 2020, which will be due by January 1, 2021)

5 Year Overview : For the final PPR of this state plan cycle, provide an overall analysis of the outcomes achieved during the five year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable).(This section only applies to the PPR submitted for the Federal Fiscal Year 2021, which will be due by January 1, 2022)

Objectives

1. A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.

1. Goal: Inclusive Communities

2. State Plan Objective Objective 2

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council made effective progress in accomplishing the benchmarks that were set in year one of the overall goal. The Council was instrumental on both a national and local level addressing the importance of inclusive communities and various initiatives that made this a viable option for many people with Intellectual and Developmental Disabilities. The Council addressed the need for skill development for people with DD/IDD to obtain competitive, integrated employment of their choice through employment skill building trainings, educating policymakers about bills that open the doors to higher education for students with disabilities, and being an active leader on state and federal coalitions. The Council will continue to build on the successes that were reached in year one of the state plan. Now that we are aware of the data that is being requested, we will be able to target our program evaluations around collecting demographic data and consumer satisfaction surveys.

8. Outputs Achieved

Expected Outputs	Achieved
2 employment classes conducted through Independence College 25 students with developmental disabilities complete employment classes 8 statewide employment related committee meetings attended 1 grant awarded to develop pilot GED (HI Set) program 200 policy makers educated about the impact of higher education for people with developmental disabilities. 20 social media posts on Twitter and Facebook	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Council staff serves a leadership role in the Council of State Governments (CSG), in partnership with the National Conference of State Legislatures created and convened a National Task Force on Workforce Development and Employability for People with Disabilities. This effort provided the opportunity for state leaders to identify barriers to employment at the state level for people with disabilities and provide policy recommendations to address these barriers and increase the percentage of workforce participation for this population in the states. 900 participants included staff from the US Department of Labor, staff from the Council of State

Governments, staff from the National Conference of State Legislatures, state legislators and other policy makers. The task force will oversee the work of four subcommittees, each focusing on a unique policy area. Council staff co-chairs the Career Readiness and Employability subcommittee.

The Council held a Disability Employment Awareness month contest in October, educating the general public on the contributions people with disabilities make in the workforce. The Council received 23 photos from individuals working in a range of occupations, posting them on Facebook. 911 people viewed the page (a 289% increase from the previous week), 106 new people liked the page, 17,524 people were reached and 13,083 people liked, commented or shared the disability photo contest posts.

The Council served as a partner of the MA Partnership for Transition to Employment (MPTE) research and implementation grant. The MPTE is a systems change project designed to improve employment outcomes for individuals with intellectual and developmental disabilities transitioning from school to adult life. The Consortium will drive the policy and systems change work of the project. Membership consists of a broad range of organizations representing various constituencies that play key roles in transition and employment. In addition to the Council, steering the committee includes four state agencies, two advocacy organizations and our UCEDD partner. The committee is establishing and implementing the governance structure for the project, providing leadership, guidance and advice for all project activities, and ensuring that goals and objectives are met. The full Consortium consists an additional 14 organizations, including representatives from a cross-section of school districts. Council staff lead quarterly full consortium meetings to discuss research findings around employment outcomes for young adults with ID/DD, and Council staff chair the Self Advocacy/Self Determination Subcommittee. The committee has identified a common definition Self Determination and Self Advocacy, identified programs throughout MA that provide transition aged students with employment readiness opportunities, and identified quality indicators that have been shared with the full Consortium.

The Council has maintained a leadership role on the Employment Advocacy Working Group. The group is developing strategies to implement the required components of the Workforce Investment Act in MA, and developing accountability standards to the Commonwealth's Model Employer program. The Council led a discussion with the Governor's office and group members about

implementation of a newly enacted general law. The group established the following requirements and clarification around the law: 1. Establish goals for participation of individuals with disabilities in all areas of state procurement contracting; 2. Participation goals may be met by contracting or subcontracting with businesses that hire, or identify and recruit with the intent to hire, qualified applicants with disabilities; 3. Disability Advocates shall provide assistance to the executive offices in determining opportunities for contracting with businesses that hire persons with disabilities to meet the participation goal; and 4. An annual report shall be filed with the clerks of the House and Senate.

The Council worked in partnership with MA Advocates Standing Strong (MASS) to deliver peer training that supports and nurtures the transition of youth and adults with ID/DD. The objective is to arm people with the skills and knowledge to enable them to be the primary decision makers and have meaningful participation in the design and implementation of policy that impacts their lives. MASS used \$4800 of a \$60,000 grant to provide employment skills training to students of the Council's Independence College program. MASS also utilized the funding to train other transition aged youth across the state, delivering 12 of its Explore, Prepare, Act (EPA) trainings. The trainings, delivered by self-advocates to self-advocates to develop job seeking skills, reached 82 self-advocates and 25 staff. MASS is in the process of quantifying the satisfaction surveys from EPA participants and will provide that data to the Council to report in FY18.

The Council collaborated with MA Advocates for Children (MAC) to provide opportunities for youth with ID/DD to have meaningful and inclusive lives in their communities. MAC utilized \$6250 of a \$12,500 Council grant to implement activities. Due to collaborative efforts around increasing participation in the MA Inclusive Concurrent Enrollment Initiative (MAICEI), over 200 young adults with ID/DD are included in state college and universities. This increase reflects the strong commitment to inclusion for students w/disabilities in higher education, as college and school districts maintained higher numbers even with the 9c budget cuts implemented in March. Fifteen state colleges and universities are currently partnering with 73 school districts and institutes of higher education. As a result, best practices have been implemented in 88 schools/districts, and 36 have improved policies & procedures outlining ways to include students in their institutions. The state's first inclusive resident life initiative was successfully

implemented this year. The pilot at Bridgewater State University fully included two students with intellectual disabilities and autism in dormitory living, and the students are thriving on the campus. The successful pilot had resulted in plans to increase the number of students living on campus next year, and to expand inclusive dormitory living options to other colleges in the future.

One student living in the dormitory presented at a conference to approximately 65 parents/advocates, talking about how college has helped him to be more successful and independent. The student is also working at a movie theatre. The panel presentation was titled "Access to College and Jobs for Students with Intellectual Disabilities". Some comments from audience members included: "This was a fantastic workshop! I am leaving with a renewed hope and info that my son can also attend college; The students were incredible, their stories were inspiring; This was very powerful and informative; This was perfect, very enlightening!"

The FY18 budget did not include the increase necessary to further increase the number of people included in higher education. Staff developed and distributed a fact sheet and copies of data illustrating employment outcomes, to inform individuals, families, educators, policy makers, and higher education officials about the importance of opportunities to support competitive employment and independent living. The Council worked to conduct outreach to legislators focusing on those with colleges and schools in their districts that participate in MAICEI. Staff provided over 300 family members, educators, and advocates with information to share with their members. The Council widely distributed extensive materials for self-advocates to support participation in system advocacy, including an informational brief written in "plain language" describing how laws are made, templates to use by self-advocates and information on how to contact policy makers. 275 people with DD participated in self-advocacy or benefited from council support by attending a MAICEI program, and over 35 individuals with DD advocated with policy makers. The Council worked with the MAICIE Coordinator to conduct activities necessary to sustain and expand the higher education grant program, including active participation on the MA Inclusive Concurrent Enrollment Advisory Board. 5 colleges and 33 towns have created or changed policy and or procedures due to their participation in MAICEI.

The Council provided continued outreach to legislators during the informal session regarding the importance of removing barriers which preclude participation in higher education for individuals who have not passed the state MCAS. Staff also provided leadership and technical assistance in the redraft of legislation, which was re-filed in January. Staff developed new fact sheets, “question and answer” briefs, and background materials regarding including individuals with DD in higher education as required by H634, S698 An Act Creating Higher Education Opportunities for Students with Intellectual Disabilities, Autism Spectrum Disorders, and other Developmental Disabilities. There is growing awareness and support from policy makers about removing higher education barriers, with 68 co-sponsors of the bills.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased number of PWDD develop employment related skills Increased number of PWDD are aware of post-secondary opportunities GED (HI Set) pilot project initiated Policymakers have an increased awareness of the importance of post-secondary education and employment of PWDD.	

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The Council continues to make effective progress towards achieving the outcomes projected. The challenge we faced among all activities was obtaining demographic information and also, satisfaction data. The Council wasn't provided with a draft the PPR template until close to the end of the fiscal year. Now that we are aware of what data is needed, the Council is working with our development team to effectively collect the necessary data going forward.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council was made aware of the demographic data needed in the last month of the state plan year. We were unable to gather the stories of individuals and families who took part in initiatives in culturally diverse neighborhoods. The Council will add this to our data collection methodology for FY18. Also, FY17 was the first year of Massachusetts two year legislative cycle. The Council did educate policymakers about the intent of bills that impact higher education and employment of people with DD/IDD. We will continue to monitor the legislation in FY18 and offer our impartial expertise.

2. A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.

1. **Goal:** Inclusive Communities

2. **State Plan Objective** Objective 1

3. **This Objective is**

Individual & Family Advocacy

4. **This Objective is**

New

5. **This Objective is**

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No

	The Objective is
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

Based on the Council's analysis of housing availability for people with DD/IDD, the Council determined that increased awareness and education about housing options was lacking. Research uncovered not only a lack in the availability of accessible, affordable housing to people with developmental and intellectual disabilities, it also found that the availability of the options were unknown to most stakeholders. These findings directed the Council to focus of four areas: Promote the best practices and strategies identified in the Autism Housing Think Tank summit; Support initiatives that promote affordable, accessible housing; Educate individuals and families about housing options, support services and systems

advocacy around housing; and utilize networking and social media to provide opportunities for families to network about housing options. The Council has begun addressing this lack of information sharing by focusing on educating applicable stakeholders through trainings and a robust, targeted social media campaign.

8. Outputs Achieved

Expected Outputs	Achieved
2 initiatives supported 2 meetings attended 1 grant awarded to educate families about housing options 10 individuals educated 40 family members educated 25 PWDD and family members engaged in advocacy around housing 200 policymakers educated about best practices 10 social media posts through Twitter and Facebook	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Council utilized various strategies to meet the objective. The Council worked in partnership with the Arc of Massachusetts through the development of policy strategies that would have the greatest impact on people with DD/IDD in Massachusetts. The Arc utilized \$3,571 from a Council grant to work on policy initiatives that focused on meeting the housing needs of people with ID/DD. During this time period The Council worked in partnership with the Arc's Government Affairs staff on the passage of several bills including these key priorities around housing:

1. Nicky's Law-Abuse Registry Senator Mike Moore Representative Linda Dean Campbell lead efforts to establish An Act to establish a registry of caretakers found to have substantiated abuse against persons with intellectual disability or developmental disability. This will prevent the rehiring of care providers that had a substantiated acts.

The Council was a prominent voice around a landmark event that occurred during this reporting period. The Council was instrumental in its educational outreach to the Governor's office around the ABLE Act. On May 10, Governor Charlie Baker launched the Massachusetts ABLE Act savings program. The ABLE Act allows persons with disabilities to save money without losing benefits such as Medicaid and SSI. Contributions of \$14,000 annually can be made with a cap of 100,000 to preserve SSI eligibility. Qualified expenses include any expenses related to the eligible individual's disability, including: education, housing, transportation, employment training and support, assistive technology and personal support services, health, prevention and wellness, financial management and administrative services, legal fees, expenses for oversight and monitoring, funeral and burial expenses

The Council brought together a group of stakeholders, made up of people with autism, family members, service providers, financial professionals, developers, and policy makers. The initiative was a joint effort of the Council, Autism Housing Pathways, The Arc of Massachusetts, and Advocates for Autism of Massachusetts. The goal was to address the challenges of available autism housing in Massachusetts. The group got together to talk about the problem and identify solutions for this diverse group. The group also

identified models that might be built with public funds, private funds, or through public/private partnerships. A white paper was created, summarizing the outcomes of the think tank, including recommendations. The paper was shared with members of the Massachusetts Autism Commission, which has been tasked by the legislature with studying the housing needs of the Massachusetts autism community, and making recommendations. A website was designed to provide background information to participants, the wider stakeholder community, and the general public. The website included the following:

- Videos presenting existing best-practice models and proposed concepts;
- Summaries of existing funding streams and the governmental regulations governing them;
- Research on disability housing;
- Literature on autism-friendly design principles; and
- Information on the use of technology to increase independence and reduce support costs.

The idea was to present information at whatever level the reader desires:

- At a glance (bullet points; any bulleted links comprise videos, blogs, one-pagers, summaries or reviews of longer publications, and info-graphics)
- Page text provides more detailed material to elaborate on at a glance bullet points
- Embedded links allow readers to do a deep dive (source material, presentations, white papers, etc.), as well as viewing the at a glance links

The white paper was also shared with 200 MA policymakers.

The Council continued to address the need for individuals with DD/IDD and their families to learn a more comprehensive, person centered approach around obtaining and maintain affordable, accessible housing. The need for a training to target this group was eminent. A grant solicitation was put out during the end of FY17 and after thorough review, the Autism Housing Pathways, Inc was awarded a \$5000 Council grant. The purpose of this project is to help individuals with DD and their families to develop a housing

strategy, take concrete steps to implement it, understand how to maintain tenancy, and participate in advocating for their housing needs. Three distinct cohorts will be involved in three activities: 1) 12 individuals with DD and their families; 2) at least 6 family members of students with DD who attend Boston Public Schools; and 3) at least 5 individuals with autism able to read at the 8th grade reading level. The first group will participate in a process comprising 4 steps: parents or other relevant family members participate in a daylong housing workshop; individuals complete a housing workbook; individuals (with family assistance, where necessary) complete applications for the Section 8 Centralized Waiting List and DHCD regional non-profit Section 8 list; individuals and families participate in person-centered planning. The second group will participate in a 4 hour workshop that includes both a presentation focused on housing options for individuals whose families are unable to help them financially, and hands-on assistance in completing relevant housing applications, including the DHCD Universal Application. The third group will complete an online multi-module curriculum on how to be a tenant. In addition, AHP will reach out to families, including past participants in our programs, to enlist them in a fourth activity: supporting zoning reform that will increase the ability of families to create housing for their family members with DD. In our experience, families need guidance to develop a housing strategy, both individuals and their families need hands-on assistance to complete waiting list applications and understand how to stay on the lists, and individuals benefit from assistance in visualizing what it is like to live independently, and understand how to maintain tenancy. This project is expected to help individuals and their family to move ahead in a systemic fashion likely to result in finding and retaining housing. Directly advocating to the legislature will hopefully increase options for many more individuals and their families.

The grant is only in the first couple of months of its grant period. During this time, families were recruited to participate in the day long housing workshop and a venue was secured. The focus is to look at the relationship between benefits, housing, and immigration status. In addition, the AHP has been working with families to advocate for zoning changes to facilitate creation of accessory dwelling units benefiting persons with disabilities. More progress is expected to be reported in FY18.

The Council assisted in the planning and also sponsored the Massachusetts Families Organizing for Change's Building a Home Housing Conference. Individuals who attended the conference were taught how to develop a plan to create housing for a family member or dependent with developmental disability. Monthly meetings were held to plan the logistics of the event. The Council

had an exhibitors table at the conference's resource fair. Information provided to attendees included SALs transition brochures, Independence College fact sheets and information about the Council and how it works to improve the lives of individual's with developmental disabilities. 200 people attended the conference and received information about housing options, support services and systems advocacy around housing.

The Council also utilized networking and social media via Facebook and Twitter to provide opportunities for families to network about housing options. The FY17 target of 10 posts was met. The most viewed post appeared on 8/3/17: Housing Search Guide for People with #Disabilities in Massachusetts from @CHAPAdotorg - great info & resources! https://www.chapa.org/sites/default/files/sdfasdfsaf_2.pdf . The post had 1,521 views.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Policymakers have an increased awareness of best practices in housing. Individuals and family members have Increased knowledge of housing options. Increased opportunities for individuals and family members to pursue affordable, integrated housing options.	

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The Council is on track to achieving all outcomes for the overall objective. One of the greatest challenges the Council faced was collecting survey data from participants of Council sponsored programs. This challenge was due to the fact that the Council was unaware of what measures were required in the federal report until the middle of the 4th quarter of FY 17. This presented a great challenge in contacting past participants and also, requesting that our grantees reach out to participants of Council funded projects well after they ended. The Council now has a survey mechanism in place that will capture both the survey data and demographic information now being required.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council was made aware of the demographical data needed in the last month of the state plan year. We were unable to gather the stories of individuals and families who took part in initiatives taking place in culturally diverse neighbors, but will make this a focus for the remainder of the 5 year state plan cycle. We will also require our grantees to collect the demographical information for any

training initiatives funded by the Council. Also, FY18 was the first year of Massachusetts two year legislative cycle. The Council did educate policymakers about the intent of bills that impact higher education and employment of people with DD/IDD. We will continue to monitor the legislation in FY18.

Individual & Family Advocacy Performance Measure

Description

Inclusive Communities

Race/Ethnicity

Race/Ethnicity	#	%
White, alone		
Black or African American alone		

Race/Ethnicity	#	%
American Indian and Alaska Native alone		
Hispanic/Latino		
Asian alone		
Native Hawaiian & Other Pacific Islander alone		
Two or more races		
Race unknown		

Gender

Gender	#	%
Female		
Male		
Other		

Category

Category	#	%
Individual with DD		
Family Member		

Geographical

Geographical	#	%
Urban		
Rural		

I. Output Measures

Objective	Performance Measure : IFA 1.1 People with DD who participated in activities	Performance Measure : IFA 1.2 Family members who participated in activities
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.*	316	0
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.*	0	233
Total # of Output Respondents	0	0

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD who increased advocacy	0
IFA 2.2 Percent of family members who increased advocacy	0

Sub-Outcome Measures : The number (#) of people who are better able to say what they want/say what is important to them

Projects	# People with developmental disabilities	# Family Members
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.*	0	0
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	0	0

Projects	# People with developmental disabilities	# Family Members
IFA 2.3 Percent of people better able to say what they need		

Sub-Outcome Measures : The number (#) of people who are participating in advocacy activities

Projects	# People with developmental disabilities	# Family Members
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.*	0	0
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	0	0
IFA 2.4 Percent of people participating in advocacy activities		

Sub-Outcome Measures : The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with developmental disabilities	# Family Members
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.*	0	0
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	0	0
IFA 2.5 Percent of people on cross disability coalitions		

IFA 3 The percent of people satisfied with a project activity*

0

IFA 3.1 Percent of people with DD satisfied with activity*

0

IFA 3.2 Percent of family members satisfied with activity*

0

System Change Performance Measures

Description

Inclusive Communities

SC 1: Output Measures - The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.	1	0	1	1	0	0	0	5	0

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.	0	0	1	0	0	0	0	45	0

Systems Change SC 2: Outcome Measures

Outcome Measures	Number(#)
SC 2.1 - Efforts that led to improvements *	
SC 2.2 - Efforts that were implemented *	

Sub-Outcome Measures

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.	1	1	2	0
A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.	0	0	0	0

Detailed Progress Report on Goals

Description

Supporting Families

Area Of Emphasis

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	true	true
Education and Early Intervention		true
Child Care		
Health	true	true
Employment		
Housing		
Transportation	true	
Recreation	true	true
Formal and Informal Community Supports	true	true

Strategies

Strategies	Planned for this goal	Strategies Used
Outreach	true	true
Training	true	true
Technical Assistance		
Supporting and Educating Communities	true	true
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	true	true
Systems Design and Redesign		
Coalition Development and Citizen Participation	true	true
Informing Policymakers	true	true
Demonstration of New Approaches to Services and Support		
Other Activities		

3. Intermediaries/Collaborators

Collaborators	Planned for this goal	Actual
State Protection and Advocacy System		
University Center(s)		true
State DD agency	true	true
MA Lifespan Respite Coalition	true	true
MA Sibling Support Network	true	true
Local Community Action Agencies	true	

Provide an overall cohesive description of (a) the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year, (b) the extent to which each goal was or was not achieved for the reporting year, (c) where applicable, factors that impeded goal achievement for the reporting year, (c) needs that require substantive state plan amendment (goal only)

Significant progress was made in achieving the goal of supporting families and its intended outcomes under Objectives 2.1. and 2.2. All outputs and outcomes for Objective 2.1 were met and in some cases exceeded. Under Objective 2.2., four of six identified outputs were met or exceeded. While identified outcomes under this objective were achieved, the precise numbers are unknown.

Factors impeding validation of goal achievement for FFY 2017 were primarily centered around data collection. Distributing and collecting follow-up surveys from individuals with developmental disabilities and family members was extremely difficult. The majority of project participants did not respond to repeated requests to fill out surveys, or did not receive the survey because they did not provide a means to contact them. In some cases surveys that were returned were incomplete, missing demographic and other information.

4 Year Overview : A description of how the Council will use and build from knowledge gained and progress made to move forward in the next state plan cycle.(This section only applies to the PPR submitted for the Federal Fiscal Year 2020, which will be due by January 1, 2021)

5 Year Overview : For the final PPR of this state plan cycle, provide an overall analysis of the outcomes achieved during the five year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable).(This section only applies to the PPR submitted for the Federal Fiscal Year 2021, which will be due by January 1, 2022)

Objectives

1. A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.

1. **Goal:** Supporting Families

2. **State Plan Objective** Objective 2

3. **This Objective is**

System Change

4. **This Objective is**

New

5. **This Objective is**

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No

	The Objective is
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council partnered with disability-focused organizations and awarded grants to organizations and family members of individuals with developmental disabilities to increase the number of families pursuing individualized family support resources. The four primary strategies initiated to achieve this objective were 1) Educate families about respite services, sibling support and other support networks; 2) Educate underserved families from minority communities about MassHealth and Autism Insurance; 3) Educate families about food/fuel assistance and other generic community resources; and 4) Utilize networking and social media strategies to connect families to resources.

8. Outputs Achieved

Expected Outputs	Achieved
100 families educated about respite services, sibling support and other system support networks. 1 grant awarded to educate underserved culturally diverse family members about Autism insurance and MassHealth 50 family members from underserved culturally diverse communities educated 1 resource document on community resources created. 100 family members educated about fuel/food assistance, and other generic community resources. 12 social media posts on Twitter and Facebook.	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Council partnered with disability organizations and awarded grants to organizations and family members of individuals to increase the number of families pursuing individualized family support resources. The Council continued its collaboration with the Massachusetts Lifespan Respite Coalition and supported its mission to provide respite information and resources to family caregivers across the lifespan. The MLRC was formed in 2010 to help find ways to give caregivers of family members with special needs and chronic health

conditions short breaks, or respite, to allow them to attend to their own personal needs and to continue in their caregiving role. Other MLRC partners included state human service agencies, Aging and Disability Resource Centers (ADRCs), elder and disability-specific providers and advocacy organizations, health care providers and family caregivers.

The MLRC awarded ten subgrants to nonprofit organizations to provide respite to family caregivers caring for loved ones across the lifespan. Five organizations created respite programs targeting families from underserved populations caring for individuals with developmental disabilities. Family members of 140 individuals with developmental disabilities received respite through the MLRC's mini-grant initiative. Programs ranged from Memory Cafes to respite vouchers to in- and out-of home care and emergency respite. Five promising practices were created or improved by delivering respite to family members from underserved populations, including individuals in Spanish-speaking, Portuguese-speaking, Lesbian/Gay/Bisexual /Transgender (LGBT) and rural communities. Spanish-speaking families benefitted from a full weekend of out-of-home care for fourteen teens with developmental disabilities, and 22 Portuguese-speaking families received respite. Fifteen people attended the MLRC's mini-grant summit in September to share respite project results and findings. The mini-grants provided a total of over 3,005 hours of respite.

In March 2017, nine people attended an MLRC-sponsored 2-day Respite Education & Support Tools train-the-trainer workshop. This evidence-supported, professionally designed course provided new trainers with the skills and information needed to conduct their own trainings. In August the Council awarded a grant to Horace Mann Educational Associates (HMEA) to train underserved families about family support resources, including respite services, sibling support, fuel/food assistance, generic community resources, and other system support networks. The first two months of the grant were primarily focused on conducting outreach, planning training logistics and preparing training materials. HMEA was allocated \$5,000 in Council grant funds and provided \$500 in match for this initial component of the project.

The Autism Insurance Resource Center (AIRC) provided training and individual advice to family members from minority and other communities about autism insurance. With \$8,500 in Council grant funds and an additional \$850 nonfederal match, the AIRC conducted 7 local trainings and one webinar to a total of 160 people in Massachusetts. During the fall of 2017, the AIRC received 224 requests for

assistance and over 4500 visits to its website. Attendees responded favorably in their evaluations, reporting increased knowledge about insurance gained from their training. 96% of trainees increased their advocacy as a result of the autism insurance training, with 70% (269 individuals) now participating in advocacy activities. Of 152 (40%) of trainees are better able to say which services and supports are important to them. 92% percent of family members were satisfied with their training, stating that it was excellent or good.

The AIRC made presentations to over 300 attendees at a national conference. A care coordinator at a major Boston Hospital wrote: "Their [AIRC's] ability to de-mystify insurance coverage, clarify options and rectify related problems at both the commercial and government-subsidized levels has contributed significantly to the implementation of patients' services that might not otherwise have occurred were it not for the AIRC's commitment, savvy and collaborative spirit." AIRC's training project resulted in one best practice supported through Council activities being improved and implemented. One Council supported systems change activity with organizations actively involved was realized to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and family members have access to needed community services, individualized supports, and other forms of assistance. Prior to 2011 the Massachusetts Autistic population had virtually no access to insurance coverage for evidence-based treatments. AIRC's work has been a catalyst for systemic change that has enabled thousands of Autistic individuals and their families to have access to treatments, services and supports that have a profound effect on all domains of their lives.

The AIRC was awarded a new Council grant to provide training to family members from the Vietnamese, Spanish and Arab speaking communities. In partnership with community liaisons, family members are being trained on how to access insurance coverage for their children's autism treatments through MassHealth and other insurance. Activities under this grant focused on identifying community liaisons, coordinating and scheduling trainings, and arranging for translation of materials. The Council provided \$5,000 in grant funds and AIRC contributed a \$500 match for this project. Additional funding for training and webinars will be provided during FFY 2018.

The Arc of Massachusetts used \$1786 of a \$12,500 grant, contributing an additional \$485 to implement activities under this State Plan objective, to host two webinars on Autism supports and Preparing for the Future for elder caregivers. Eighty six professionals were trained through these initiatives. Under its training grant, HMEA is providing information to families about fuel assistance, food stamps

and other public benefits.

The Council's Empowerment Fund (CEF) program provides funding to individuals and family members to attend training and learn about resources specific to their disabilities or individual life circumstances. Applicants choose the training that best suits their needs. In FFY17, 48 family members attended 21 different trainings which provided information about beneficial community resources and supports. Thirteen trainees self-identified as members of minority communities, and 14 participants did not disclose their ethnicity.

The Council utilized networking and social media strategies via Facebook and Twitter to connect families to resources. The Council met its FY17 target goal of 12 posts. The most popular post was viewed 1,744 times. Information about generic community resources is also shared on the MDDC's Facebook page and via Twitter. The Arc of Massachusetts made a Facebook Live presentation on transitioning to adult services which had 774 views. The Arc's social media strategy is a promising practice created, resulting in an increase in the number of families viewing useful information, sharing their stories and following the issues.

Some of the respite recipients from underserved communities were connected with case management services for services and supports the families did not know existed. Several strong bonds were created among family caregivers and the mutually supportive relationships were expected to continue in the future. In addition to offering much needed respite for family caregivers, many of the programs had a positive impact on the individual participants with developmental disabilities by teaching them new life skills, engaging them in fun activities and offering opportunities to socialize.

A significant challenge for the Council and its grantees is collecting accurate data to measure activity performance. Survey response rates represent a fraction of the number of participants engaged in a given activity, with follow-up survey returns being particularly challenging. This is due in part to staff not having sufficient time for individual follow up and 1-on-1 assistance to complete the surveys. Limited funding presents challenges. Another barrier is when data is collected anonymously, it can't be determined who has and has not submitted follow up surveys. Many individuals, particularly those from underserved communities that include immigrant populations, are apprehensive about providing personal contact information for follow up and data collection purposes. Another challenge emerged in

providing respite for Spanish and Portuguese speaking families. The cultural norms for families to take great pride in caring for their loved ones often translates into a reluctance to accept respite from outsiders. For the “Escapadas de Fines de Semana” respite project, Latino families expressed discomfort about sending their loved ones outside the home for weekend respite. This issue was resolved with the provider hosting several teenage friends with developmental disabilities as a group together, rather than recruiting individual Spanish-speaking teenagers from different towns.

The Council evaluates its grants through quarterly reports and periodic communication through meetings, emails and phone calls. For Council grants, grantees and Council partners collect data using a combination of grantee surveys and evaluation tools. This includes the MDDC Participant Survey to collect follow up data from project participants who have developmental disabilities or are family members. For the MLRC mini-grants, surveys were distributed to respite recipients and a comprehensive evaluation report was written by Emily Kearns, Ph.D. For Council Empowerment Funding, recipients are reimbursed for expenses after completing an MDDC Participant survey about their training.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Family members have Increased knowledge about system support networks and availability. Family members from underserved minority communities have increased knowledge about and access to Autism insurance and Medicaid. Family members have increased knowledge and access to generic community resources.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Progress was made toward fulfilling all three outcomes under this objective. For FFY 2017, the Council focused primarily on increasing family member knowledge about system support networks, availability, and knowledge about and access to Autism insurance. The Council will continue working toward achieving its identified outcomes in FFY 2018.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The MLRC's mini-grant evaluation report included this quote from the respite provider for Portuguese-speaking families: "This initiative, implemented with the valuable assistance of our bilingual and culturally-competent consultant, has been a fantastic experience for Thrive and the 40 families whose lives we have touched. Many of these families were in dire need of help on various topics (from translation to paperwork needs). It is evident that we have made a positive impact on their lives."

2. A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.

1. **Goal:** Supporting Families

2. **State Plan Objective** Objective 1

3. **This Objective is**

Individual & Family Advocacy

4. **This Objective is**

New

5. **This Objective is**

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No

	The Objective is
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Planning

7. Provide an overall description of this effort

During Federal Fiscal Year (FFY) 2017 the Council partnered with disability provider and advocacy organizations with the common goal of improving individualized family supports in the Department of Developmental Services (DDS) system. Other activities focused planning a statewide transition to adulthood conference for parents and guardians of children with developmental disabilities, sharing information about family support on social media, serving on the Department of Public Health's Inter-agency

Coordinating

Council and educating policymakers about the need for and benefits of providing individualized family support services for families taking care of their family members with developmental disabilities at home.

8. Outputs Achieved

Expected Outputs	Achieved
1 initiative to enhance opportunities to increase access to family supports 3 Council staff and Council members participating in initiative 25 families participating in initiatives 1 policy advocated for that will improve access to family supports 200 policy makers educated 4 legislative networking events 12 social media posts to increase awareness of the need for family supports	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

During the first half of FFY 2017, the Council provided grant funding to The Arc of Massachusetts to advance individualized family supports. The Arc of Massachusetts used \$5357 of a \$12,500 grant from the Council and contributed an additional \$1456 to implement activities under this objective.

The Council participated on the “Supporting Families” Coalition along with The Arc of Massachusetts, Mass. Families Organizing for Change, the Association of Developmental Disability Providers, Advocates for Autism in Massachusetts, Autism Speaks and several disabilities provider organizations. The Coalition’s goal is to educate policymakers about the importance and cost effectiveness of providing family support resources to families of individuals with developmental disabilities eligible for services in the Department of Developmental Services (DDS.) The Coalition raises awareness about the challenges facing families caring for their loved ones with developmental disabilities at home.

Supporting Families met monthly to identify and discuss critical issues for families caring for their loved ones with intellectual and developmental disabilities at home, and to formulate strategies to address the unmet needs. The group shared its concerns with top State officials, legislators, the DDS Commissioner and other policymakers. Of particular concern were families whose sons and daughters were turning 22 years old who had been promised funding and had plans for entering adult services were suddenly

being told there was no funding. The Arc of Massachusetts, Mass. Families Organizing for Change and other Coalition members collected stories to share with legislators about their families, including the Turning 22 crisis and students entering this phase of their lives being either denied requested services or provided with inadequate service. In March 2017, a “Supporting Families” Day was held at the State House with approximately 105 family members in attendance. The families were briefed on key issues before visiting their legislators. Family members distributed a Supporting Families booklet of personal stories portraying caregiving throughout the lifespan.

The Supporting Families website was redesigned to illustrate the needs of caregivers across the lifespan and what positive family supports can do. The website provides an advocacy toolkit and a template for families to share their stories. The Arc presented a webinar on Turning 22 which attracted 119 family members and professionals. It also conducted a webinar on Day and Employment services, with 113 family members and professionals in attendance. Supporting Families’ strong focus on educating top state policymakers about the fragmented approach of the Turning 22 program resulted in an unprecedented \$5.6 million in increased funding and a new formula that was developed to meet needs. This was an unexpected benefit of the Supporting Families Coalition advocacy efforts.

The Council participated on The Arc of Massachusetts’ “Transition from School to Adult Life” conference planning committee along with representatives from eight disability-focused organizations. The group organized an all-day, statewide transition conference to be held in November 2017 for parents and guardians of individuals with intellectual and developmental disabilities. Scholarships, translated materials and interpretation in Spanish and transportation were offered to parents in need. Conference outcomes will be reported in next year’s annual report.

The Council serves as a standing member of the statewide Department of Public Health’s Interagency Coordinating Council (ICC) which advises and assists on Early Intervention (EI). The ICC is comprised of professionals and providers representing state agencies, higher education, the Legislature, medical profession and early childhood service providers. Seven parent members include one parent from each of the state’s six regions and one at-large parent representative. Over 50 organizations are on the

ICC's email distribution list. An ICC priority is to provide support to families of children with special needs aged 0-3 who are eligible for early intervention services. EI staff work with family members to develop Individualized Family Service Plans (IFSPs) for each child receiving EI services. Four statewide ICC meetings and a summit took place during FY2017. Approximately 120 people attended the Interagency Coordinating Council's Annual Retreat in September. Attendees included EI providers, therapists, state agency representatives and eight parents of children receiving Early Intervention services.

The Council increased awareness about individualized family supports by sharing information with its hundreds of followers on Facebook and Twitter. The FY17 target number of 12 posts about family support was exceeded. The most popular announcement had 3559 views and was posted in September. It provided information about volunteering on DDS boards and committees and included a website with more information. The Supporting Families Coalition has a closed Facebook group with 353 members where family members of people with developmental disabilities and advocates can share helpful information, personal stories and seek advice regarding their unique circumstances. Over two dozen posts were broadcast during FFY 2017. Part of the social media strategy addressed the needs of elders caring for their adult children with developmental disabilities at home by providing suggestions on how to better assist them.

During FFY17, Council staff, Council members, the Arc of Massachusetts and other partners educated an estimated 207 policymakers about individualized family supports, including legislators, state human service agency administrators and the Governor.

In summary, the following performance measures were achieved under this objective:

226 family members participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems.

100% of family member survey respondents are better able to say what they want or say what services and supports they want or say what is important to them.

90% of family member survey respondents are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Two Council efforts were reported to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life. In addition to increased funding in the Turning 22 program, an increase in DDS family support funds authorized in the SFY 2017 budget was targeted for elder caregivers to receive wraparound services. Family Support Center staff were trained in accessing Elder Care services to assist elder caregivers and additional 600 Elder Families caring for their adult children with developmental disabilities at home were served (PM SC#2.1 in Arc Report; 600 Elders not counted in IFA.)

112 people who are not family members or individuals with developmental disabilities were trained or educated through Council systemic change initiatives.

There were 3 Council supported systems change activities with organizations actively involved.

Two Council efforts led to the improvement of best or promising practices, policies, procedures, statute or regulation changes.

Five Council efforts were implemented to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

Evaluation activities for this objective centered around staff participating in meetings, reviewing program reports and distributing and collecting the MDDC's Participant Survey for individuals with developmental disabilities and family members. Facebook and twitter metrics are tracked by objective and regularly updated on a spreadsheet. The Council, its grantees and other partners

encountered significant challenges in collecting data to substantiate performance measures. Only a small percentage of family members and individuals with developmental disabilities responded to follow up surveys to measure project outcomes. The MDDC's survey did not collect data about gender or geographic area.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased knowledge of families about family supports. Increased knowledge of policymakers about supports.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The intended outcomes for this objective were met. Over 226 family members and 207 policy makers increased knowledge about system supports. Family members gained this knowledge at the Transition conference and through participation in the Supporting Families Coalition activities. Policy makers were educated by members of the Supporting Families coalition and other activities implemented

through the Council's grant with The Arc of Massachusetts. In addition, dozens of family members met with their legislators and shared their stories with their legislators at the Council's annual Legislative Reception (reported under Goal 1) which is jointly hosted with The Arc of Massachusetts.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Supporting Families Coalition was deeply concerned about families whose sons and daughters were turning 22 years old and had been promised funding, had plans for entering adult services and were suddenly being told there was no funding. Supporting Families collaborators reached out to educate legislators and top administrators about this crisis. Coalition members collected personal stories to share with policymakers. In March 2017, a "Supporting Families" Day was held at the State House with approximately 105 family members in attendance. The families were briefed on key issues before visiting their legislators and sharing their personal stories. Subsequently, the State Fiscal Year (SFY) 2018 budget included an unprecedented increase of \$5.6 million, or 24%, ensuring that the entire class of 1,950 students Turning 22 and transitioning to adult services would be funded. This demonstrates a major systemic policy change on the part of the administration, as the funding formula for this population has not been updated since the early 2000's.

Individual & Family Advocacy Performance Measure

Description

Supporting Families

Race/Ethnicity

Race/Ethnicity	#	%
White, alone		
Black or African American alone		
American Indian and Alaska Native alone		
Hispanic/Latino		
Asian alone		
Native Hawaiian & Other Pacific Islander alone		
Two or more races		
Race unknown		

Gender

Gender	#	%
Female		
Male		
Other		

Category

Category	#	%
Individual with DD		
Family Member		

Geographical

Geographical	#	%
Urban		
Rural		

I. Output Measures

Objective	Performance Measure : IFA 1.1 People with DD who participated in activities	Performance Measure : IFA 1.2 Family members who participated in activities
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.*	0	226
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.*	80	750
Total # of Output Respondents	6	38

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD who increased advocacy	67
IFA 2.2 Percent of family members who increased advocacy	96

Sub-Outcome Measures : The number (#) of people who are better able to say what they want/say what is important to them

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.*	0	9
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.*	6	29
Total # of Sub-Outcome Respondents	6	38
IFA 2.3 Percent of people better able to say what they need	100	100

Sub-Outcome Measures : The number (#) of people who are participating in advocacy activities

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.*	0	6
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.*	4	21
Total # of Sub-Outcome Respondents	4	27
IFA 2.4 Percent of people participating in advocacy activities	67	71

Sub-Outcome Measures : The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with developmental disabilities	# Family Members
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.*	0	0
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.*	5	0
Total # of Sub-Outcome Respondents	5	0
IFA 2.5 Percent of people on cross disability coalitions	83	0

IFA 3 The percent of people satisfied with a project activity*

92

IFA 3.1 Percent of people with DD satisfied with activity*

100

IFA 3.2 Percent of family members satisfied with activity*

95

System Change Performance Measures

Description

Supporting Families

SC 1: Output Measures - The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.	0	0	6	0	0	1	0	110	2

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.	2	0	0	0	0	0	0	112	3

Systems Change SC 2: Outcome Measures

Outcome Measures	Number(#)
SC 2.1 - Efforts that led to improvements *	3
SC 2.2 - Efforts that were implemented *	5

Sub-Outcome Measures

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.	2	2	0	3
A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.	0	0	1	1

Detailed Progress Report on Goals

Description

Exercising Rights

Area Of Emphasis

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	true	true
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	true	true

Strategies

Strategies	Planned for this goal	Strategies Used
Outreach	true	true
Training	true	true
Technical Assistance		
Supporting and Educating Communities	true	
Interagency Collaboration and Coordination	true	true
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	true	true
Systems Design and Redesign	true	false
Coalition Development and Citizen Participation		
Informing Policymakers	true	true
Demonstration of New Approaches to Services and Support		
Other Activities		

3. Intermediaries/Collaborators

Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	true	
University Center(s)	false	
State DD agency		
MA Advocates Standing Strong	true	true
MA Guardianship Workgroup	true	true
MA Probate Court System	true	true

Provide an overall cohesive description of (a) the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year, (b) the extent to which each goal was or was not achieved for the reporting year, (c) where applicable, factors that impeded goal achievement for the reporting year, (c) needs that require substantive state plan amendment (goal only)

The Council is making significant progress in achieving the intended outcomes for Goal # 4: Exercising Rights. However, while the Council did train family members, guardians, and caretakers through Awareness and Action, the number was well below the goal of 50 trained. The Council hopes to reach this goal in the following years of state plan implementation, as Awareness and Action will continue to be offered through Independence College. In addition, more work is to be done in the remaining years of state plan implementation in addressing barriers such as follow-up data collection that would further identify the extent of which individuals are participating in advocacy as well as first-time voter information. The Council seeks to address the barrier of data-collection, which would identify demographic information of individuals who participated in Council activities. At this time, legislative priorities of the Council are awaiting further action from the Massachusetts legislature;

as a result, no reports can be made at this time of any legislative or policy changes as a result of Council activities. However, multiple pieces of legislation were filed and selected by Council membership relevant to the Council's state plan objectives. The Council also intends to address the unmet outcome of improving court proceedings in guardianships in the remaining years of state plan implementation.

4 Year Overview : A description of how the Council will use and build from knowledge gained and progress made to move forward in the next state plan cycle.(This section only applies to the PPR submitted for the Federal Fiscal Year 2020, which will be due by January 1, 2021)

5 Year Overview : For the final PPR of this state plan cycle, provide an overall analysis of the outcomes achieved during the five year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable).(This section only applies to the PPR submitted for the Federal Fiscal Year 2021, which will be due by January 1, 2022)

Objectives

1. A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.

1. Goal: Exercising Rights

2. State Plan Objective Objective 2

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No

	The Objective is
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

The Council sought to increase the number of individuals with developmental disabilities who are registered to vote in Massachusetts.

8. Outputs Achieved

Expected Outputs	Achieved
12 Rev Up initiative partners 1 Rev Up voting web page developed 6 Rev Up voter registration events held 12 Rev Up e-blasts 150 PWDD join the voting initiative through the Rev Up web page. 100 PWDD register to vote 50 PWDD vote for the first time 20 policymakers educated 10 social media posts on Twitter and Facebook 1 effort initiated to amend voting legislation	false

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Council sought to increase the number of individuals with developmental disabilities who are registered to vote in Massachusetts. The Council succeeded in this by partnering with MASS, the Disability Law Center (DLC), Rev Up, and the Statewide Independent Living Council (SILC), who provided trainings, information and voter registration opportunities throughout Massachusetts. The Council provided a grant to MASS for \$7,200, which was matched with \$720 from MASS to provide voter trainings and workshops designed to educate self-advocates about the importance of and logistics of voting. Specifically, MASS provided a workshop on voters' rights at their annual conference, which included 33 self-advocates. Voter Registration and voting information was distributed in this workshop, along with an Accessible Voting Machine for those in attendance to test. Additionally,

MASS Northeast staff providing a voter education training on October 11th which educated 24 attendees and the Central board/work team meeting shared information on voting to 13 self-advocates. With the Council's support, the MASS grant increased the knowledge of 70 individuals with developmental disabilities in how to take part in decisions that affect their lives, the lives of others, and/or the systems in place. These efforts led to more individuals with developmental disabilities understanding their right to vote and the importance of that right.

The Council, in partnership with its Rev Up initiative partners of MASS, the DLC, and the SILC, met their expected output of holding 6 voter registration events throughout Massachusetts. Specifically, MDDC staff managed a table for Rev Up at one voter forum, the Statewide Independent Living Conference, and the MASS Annual Conference in October, where 28 new individuals signed up to join the Rev Up campaign and 18 completed voter registration. The MDDC and DLC staff continued their participation in community events for Rev Up, where 52 new individuals signed up for the Rev Up campaign and 14 completed voter registration. At this point, the planning stages to provide training and information on voting at the Youth Leadership Forum began. Alongside the Council in quarter 3, the DLC and Independent Living staff continued to be present at community events, where 26 additional individuals signed up to join the Rev Up campaign. The Council finished off the 4th quarter by sending staff to participate in the Youth Leadership Forum at Bridgewater State University in July. The event included 53 high school students and young adults who all signed up for the Rev Up campaign, bringing the total of Rev Up sign-ups to 159 individuals in FY17, and 32 individuals registered to vote, meeting its expected output. All data was gathered through sign-up data from Rev Up.

The Council also partnered with MASS through Independence College to offer a voting class which taught the importance of voting, how to vote and voting rights. Students in the class practiced overcoming common obstacles to voting. The class was offered as an elective in March 2017. A total of 8 students participated, this data being collected through attendance records. No follow-up data was available for this grant, and we are still working with the grantee in obtaining follow-up data.

The Council, in partnership with RevUP, MASS, and the DLC used various outreach methods via social media and email to help spread information on voting. The Council partially met the expected out goal of 12 Rev Up e-blasts by sending out 10 emails prior to the November elections. Specifically, 3 emails were sent through the Rev Up list serve; one providing links to the MA state Ballot questions, a notice of the National REV UP conference call; and a reminder to vote in November elections. The Council also met their expected output of developing a Rev Up voting web page, which was updated and posted to 8 times. Following that, 2 emails were sent through the Rev Up list serve with information on registering to vote and links to the Secretary of State web site. Updates were added to the web site and 2 posts were made to the RevUpMA blog. In addition, 3 emails were sent through the Rev Up list serve with information on the Youth Leadership Forum, voter registration and recruiting more people to join the Rev Up campaign. Updates were added to the web site and a post made to the RevUpMA blog, and 2 emails were sent through the Rev Up list serve with information on the Youth Leadership Forum and recruiting more people to join the Rev Up campaign. Updates were added to the web site and 2 posts made to the RevUpMA blog. There were 3,645 unique visits to the Rev Up web site in the first quarter of FY17, 2,796 occurring in October and early November prior to the 2016 fall elections. There were 9125 unique visits to the Rev Up web site in the second quarter of FY17. These efforts were continued for the third and fourth quarters of FY17, resulting in 9110 unique visits to the Rev Up web site in Q3 and 14,856 unique visits to the Rev Up web site in the Q4 of FY17. The Council met their goal of 10 social media posts on Twitter and Facebook by utilizing these outlets to educate people with developmental disabilities about poll locations, accessibility, transportation and other important information related to voting. The most viewed post was on 9/20, which was 6 days prior to National Voter Registration Day. The post linked to the RevUpMA blog with the caption: "The Disability Vote Counts!" 371 people were reached via the post. All sign-ups were done through the RevUpMA website, and all data was collected through running analytics on the website. A challenge for this objective was obtaining follow-up evaluation data from the grantee.

The Council's efforts, in partnership with RevUP, MASS, and the DLC resulted in the empowerment of individuals with disabilities through creating the opportunity to vote for the first time and creating a greater understanding of how and where to vote, and the overall importance of voting.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Improved collaboration to increase voting of people with developmental disabilities Increased number of people with developmental disabilities registered to vote Increased number of people with developmental disabilities voting for the first time.	true

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The Council was successful in collaborating with other advocacy organizations to increase the number of PWDD registered to vote in Massachusetts, but faced a barrier of data collection that would determine how many PWDD ultimately voted for the first time. The Council is working on data collection techniques moving forward to obtain this information.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities. While the Council worked on changing policy through its policymaker education activities in other objectives under goal 4 through legislation, there are no stories to report of any policy or legislative changes during 2017, as the Council 's membership did not select any legislation relevant to individuals with developmental disabilities voting for the first time as policy priorities in 2017.

2. A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.

1. Goal: Exercising Rights

2. State Plan Objective Objective 3

3. This Objective is

System Change

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Planning

7. Provide an overall description of this effort

With a broadening consensus that guardianship can create barriers to independence for individuals with developmental disabilities, the Council supported and participated in efforts to assist these individuals in pursuing alternatives to full guardianship in FY17.

8. Outputs Achieved

Expected Outputs	Achieved
12 members collaborating on Guardianship Work Group 6 Guardianship Work Group meetings held 1 focus group held 1 new partnership established with another guardianship advocacy entity 1 informational document on supported decision-making and alternatives to guardianship produced and disseminated 1 policy/practice developed 20 policymakers educated. 6 social media posts on Twitter and Facebook	true

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

With a broadening consensus that guardianship can create barriers to independence for individuals with developmental disabilities, the Council supported and participated in efforts to assist these individuals in pursuing alternatives to full guardianship in FY17. The Council supported MASS with a grant of \$2,400, which MASS matched with \$240 for a total grant of \$2,640. MASS partnered with the Harvard Project on Disability (HPOD), and the Disability Law Center (DLC) by providing a training series on Supported Decision Making (SDM) as an alternative to guardianship, which educated 20 self-advocates. In addition, MASS began the planning stages of educating self-advocates on the proposed SDM legislation in partnership with the HPOD and the DLC.

Founded by the Council, the Guardianship Working Group (GWG) met 4 times to discuss the guardianship system in Massachusetts and its alternatives. 9 members of the group attended consistently, partially meeting the goal of 12 members. (Note: Performance measures say 12, but based on my records/the narratives, it was 9 consistent members). The group met a total of 4 times, partially meeting the goal of 6 meetings. Multiple discussions took place on the system of guardianship in MA, specifically on the fundamentals of how guardianship is initiated in MA, various types of guardians (Rogers, Unpaid, Paid), what happens when a person has an absentee guardian and the process of removing said guardians. Multiple viewpoints were provided by the members, which consist of providers, lawyers, family members and guardians themselves. The GWG concluded that guardianship in MA is not necessarily a good or bad practice, but one size does not fit all. Some guardianships work for certain

populations and some can be detrimental to others with the consensus being that there currently is a lack of oversight and accountability in the Massachusetts guardianship system. Members reported stories of clients who have had absentee guardians and their desire to remove that guardian. The issue of absentee guardians was brought up consistently. Several discussions focused on the guardianship trainings that are available throughout the state. There are resources available, but they are scattered among multiple organizations and/or private legal firms. The GWG agreed that a lack of practical training and resources on guardianship in MA is the top issue that needs to be resolved. An idea was provided for on an online database that would direct people to online resources on guardianship in MA with the content being driven by everyone in the field. The database must be user-friendly and accessible to all—this is still in the planning stage of implementation. School trainings were also brought up, with one member speaking of her experience running trainings that are rarely attended by people from schools. It was suggested that a training program similar to that of Operation House Call be extended to individuals in law school or to include these trainings into internships offered at relevant organizations. The GWG was encouraged to share with the Council any guardianship trainings that they are aware of to be noted for further research.

Often discussed during these meetings were alternatives to guardianship, with an emphasis on Supported Decision Making (SDM). The group discussed SDM at length in each meeting. SDM allows an individual with a disability to work with a team and make his or her own choices about his or her own life. Under this model, the individual designates people to be part of a support network to help with decision-making. The Center for Public Representation has been working on a SDM pilot in Western Massachusetts, which consists of 9 people, with various levels of supports, 2 of whom were institutionalized. The ages range from 24 to 80 years old. Each individual filled out a representation guidance form, which outlined areas that they need help making decisions in and who will help the individual make decisions. The support teams consist mainly of family members and some paid support staff. Some individuals in the pilot want certain individuals to represent them in some areas and not in others, such as healthcare decisions. It is important to note, however, that this isn't a law, so how people react (3rd parties such as banks, etc.) is different case by case.

The Council established a new partnership with the Guardianship Policy Institute and MDDC staff attended and contributed to meetings on a potential SDM statute for the state of Massachusetts, achieving the expected outputs of establishing a partnership with another guardianship advocacy entity. The Council also achieved the expected output of developing one policy or practice by contributing to the MA Guardianship Policy Institute's (The Institute) meetings centered on drafting a bill that would establish SDM as an option statewide. A total of 6 people representing MDDC, MASS, CPR, ICI, DLC and Greater Boston Legal Services consistently attended these meetings. The bill, still in the drafting stages, is to be modeled after similar legislation that has been passed in Delaware and Texas. MASS representatives expressed their disappointment in not being included in earlier meetings and discussions on the details of the bill. They reiterated their slogan "nothing about us without us," and expressed their concern that the Institute drafting this bill has not been seeking input from the disability community. Self-advocates stated at these meetings and at the Guardianship Colloquium in June (the Colloquium mainly focused around this issue) that if they continued to be excluded from these meetings and discussions, they will not be supporting the final version of the bill and that it is unfair to keep self-advocates out of this conversation. The members of the Institute reiterated their commitment to including self-advocates in the drafting of the bill and explained that the intention of this bill is to simply provide SDM as an option and a choice for those who wish to do it as an alternative to full guardianship. Self-advocates expressed the desire to ensure that they have control over who is on their SDM team and not an organization like DDS. It was discussed that some safeguards should be put into the bill to ensure that these organizations do not become "overbearing." MASS will survey their members regarding their opinions on the SDM statute. The SDM group and MASS came to an understanding about open discussions moving forward regarding the drafting of the statute. Members of the GWG discussed SDM at length in their meetings with the consensus being that a lot of people do not know about alternatives to guardianships, like SDM. Moving forward, the group suggests that the concept of SDM be presented as an alternative to DDS' legal department, starting with the regional directors of the legal departments. MDDC staff presented more information and resources on SDM to the full Council during its quarterly meeting.

The GWG also discussed the Public Guardian bill that has been filed in the MA legislature by Rep. Paul Brodeur, which was written by the MA Guardianship Policy Institute. The Institute presented the bill to the full MDDC at their quarterly meeting and at the Colloquium in June. Dan Shannon asked Council members to provide their feedback on the bill. GWG members agreed that the current draft of the Public Guardian bill is a bit confusing and more clarification is needed on the overall bill. Dianne Glennon of the GWG met with former Commissioner of DDS Elin Howe about the work the GWG has been doing. Elin referred Dianne's questions about DDS' role in guardianships to Marianne Meacham, the General Counsel of DDS, who the GWG is planned to meet with in October of 2017. In May 2017, GWG Member and former Crocker Fellow, Dianne Glennon educated 10 legislators when she testified in support of HB 887: An Act further regulating the appointment of certain guardians, which establishes a rebuttable presumption that a spouse or person appointed by will or other witnessed writing, a parent, or other person deemed appropriate by the court, can serve as guardian, and permits a spouse or parent to designate a third party to act as guardian. A significant challenge in this objective was access to follow-up evaluations for the activities mentioned.

The Council also utilized social media networks such as Twitter and Facebook to increase knowledge of SDM and other alternatives to guardianship. The Council partially met their goal of 6 posts by posting 5 posts in FY17 and the post with the most views was on June 8th, which provided more information about alternatives to full guardianships, emphasizing that these alternatives offer people with disabilities the most control over their own lives and the level of support that is best for them. The post reached 316 people.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Improved collaboration on guardianship advocacy for PWDD Increased knowledge of PWDD and family members about alternatives to full guardianship. Improved court practice in guardianship proceedings	

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The Council made significant progress in assisting PWDD in pursuing alternatives to guardianship. Specifically, the Council's social media presence helped increase PWDD's knowledge of the alternatives to guardianship, specifically Supported Decision Making (SDM). The Council also provided input on a SDM statute that is currently in the planning stages and will continue to provide input moving forward. In addition, through the GWG, the Council brought together stakeholders to discuss, strategize and increase the awareness of guardianship issues to Massachusetts policy makers. However, the Council has more work to do in their effort to improve court practices in guardianship proceedings, which they plan to focus on in the remaining years of state plan implementation.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities. While the Council worked on changing policy through its policymaker education activities in other objectives under goal 4 through legislation, there are no stories to report of any policy or legislative changes during 2017, as the Council 's membership did not select any legislation relevant to alternatives to guardianship policy priorities in 2017. However, the Council did participate on a working group tasked with drafting a statute on establishing supported decision-making as an alternative to guardianship in Massachusetts during 2017 and plans to continue to be active in this area in the remaining years of state plan implementation.

3. A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.

1. Goal: Exercising Rights

2. State Plan Objective Objective 1

3. This Objective is

Individual & Family Advocacy

4. This Objective is

New

5. This Objective is

	The Objective is
a. Fulfilling a Self-Advocacy DD Requirement *	No
b. Targeted disparity *	No
c. DD Network Collaboration *	No
d. A demonstration project of New Approaches to Services and Supports *	No
e. A demonstration of projects or activities *	No

6. Stage of Implementation

Implementation

7. Provide an overall description of this effort

In order for the Council to meet its overall goal of people with developmental disabilities exercising their rights, the Council planned to support various trainings designed to increase individuals with developmental disabilities' understanding of their rights.

8. Outputs Achieved

Expected Outputs	Achieved
1 grant issued (MASS) to conduct training awareness and action training for PWDD 50 PWDD trained 1 grant issued to conduct training with family members, guardians, and caretakers on promoting safety and rights 50 family members, guardians, and caretakers trained 12 social media posts on Twitter and Facebook	

10. The report should include the following: (a) A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.(b) For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative. (c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

In order for the Council to meet its overall goal of people with developmental disabilities exercising their rights, the Council planned to support various trainings designed to increase individuals with developmental disabilities' understanding of their rights. The Council provided Massachusetts Advocates Standing Strong (MASS) with a grant of \$9,600, which MASS matched with \$960 to provide the aforementioned trainings in partnership with Independence College. The trainings expanded individuals' knowledge of their rights and offered resources that will help them live safely in their communities. Specifically, MASS provided a human rights workshop at their conference aimed at increasing knowledge of individual's rights. The workshop taught students with disabilities and their staff how to recognize, report, and respond to abuse. Students were exposed to videos and activities that assisted students on how to respond if they are abused or someone they know is abused. A total of 34 self-advocates were educated in this key area, expanding knowledge of their rights and how to protect themselves and their peers in their communities. In addition, the MDDC worked with MASS in holding the Central Human Rights Forum on September 30, which educated 20 self-advocates and staff. A Human Rights Officer attended MASS' monthly central regional self-advocacy meetings, which included 42 self-advocates. The Northeast chapter of MASS held a class entitled My Life, My Rights, My Way which educated 11 self-advocates. The MASS Power and Control meeting held on February 18, 2017, educated 26 individuals. The grant issued by the Council to MASS resulted in 133 individuals with developmental disabilities being provided resources and skills to understand their rights and be supported to

live safely in their communities in FY17, exceeding the expected output goal of 50 individuals with developmental disabilities being trained. All data was collected via attendance/registration records of the trainings. MASS utilized post-training follow-up surveys and found that a total of 12 self-advocates reported increasing their advocacy as a result of the trainings, out of 68 survey respondents, resulting in 18% of people with developmental disabilities reporting increasing their advocacy as a result of Council work.

Through Council supported activities, trainers from MASS were supported to teach 11 students in Awareness and Action, a class about abuse. In addition, through Independence College, the Massachusetts Office on Disability (MOD) held a 2-hour class called Rights 101, which covered the basic rights every individual with a disability, is guaranteed under the Americans with Disabilities Act (ADA) and how to apply those rights to everyday life. Resources were distributed to students for services such as Housing, Transportation, Vocational Rehabilitation (VR) Services and Accommodations, educating 7 students in this elective course through Independence College. Through the Council's efforts, a total of 18 students were trained on how to promote the safety and well-being of individuals with no/minimal communication skills.

The Council was also directly involved in educating policy makers about important pieces of legislation promoting the safety of people with disabilities in their communities. Council policy staff worked with Council Member Lydia Brown in developing and delivering testimony on SB 896: An Act prohibiting discrimination against adults with disabilities in family and juvenile court proceedings. The bill requires courts to determine whether or not a parent's disability causes harm to their child, by requiring written findings when courts rely on a parent's disability as a negative factor in a custody or visitation determination. This law will also require courts to determine whether the harm to the child can be alleviated by adaptive equipment or supportive services for the parent. The Hearing was held on May 15th before the Joint Judiciary Committee. The Council's efforts resulted in the education of 17 legislators, in addition to 43 members of the public on promoting the safety of people with disabilities in the Commonwealth. The House version of the bill, HB845, hit a bit of a roadblock, due to its sponsor, former Representative Paul Heroux, resigning from his seat. However, with the Senate version still alive, the Council will continue to focus on that version moving forward.

In addition, Council policy staff worked with Council Members Kathleen Amaral and Hillary Dunn Stanisz in developing and delivering testimony on SB64/HB80: An Act to establish a registry of caretakers found to have substantiated abuse against persons with an intellectual or developmental disability and SB69: An act to increase the safety of disabled individuals living in group homes. Both pieces of legislation aim to establish a registry of caretakers whom have been found to have substantiated abuse, neglect or financial exploitation against persons with intellectual and developmental disabilities. Both bills were heard 7/31 before the Joint Committee on Children, Families and Persons with Disabilities. 16 legislators were in attendance, in addition to 52 members of the general public. The member's testimonies were heard loud and clear as an amended version of the bills was reported favorably out of the Committee shortly after the hearing to the House and Senate Committee on Ways and Means. The Council was successful in educating 128 total individuals in rights and safety issues in FY17. The Council's efforts in educating people with disabilities resulted in a greater understanding of their basic rights, how those rights impact their lives, and the supports available to live safely in their community.

12. Expected Outcomes Achieved

Expected Outcomes	Achieved
Increased number of PWDD developing awareness and safety skills Increased number of people understand and can promote safety and rights	

13. Progress towards achieving outcomes for overall objective : The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

While the Council succeeded in training PWDD in developing awareness and safety skills, in addition to promoting safety and rights of PWDD, there is still more work to be done toward further increasing those numbers and collecting additional follow-up data from participants in the remaining years of state plan implementation.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

The Council could not report of any stories for this objective of culturally diverse people with developmental disabilities during this time due to the aforementioned barrier of data collection in compiling demographic information from individuals who participated in Council supported activities. Council membership reviewed and selected multiple pieces of legislation that were filed in 2017 relevant to the rights and safety objective 4.1. Specifically, 7 pieces of legislation that were filed in 2017 were selected by the Council's membership that addressed individuals with developmental disabilities' safety and rights. Currently, the Council is awaiting further action from the legislature on these pieces of legislation.

Individual & Family Advocacy Performance Measure

Description

Exercising Rights

Race/Ethnicity

Race/Ethnicity	#	%
White, alone		
Black or African American alone		
American Indian and Alaska Native alone		
Hispanic/Latino		
Asian alone		
Native Hawaiian & Other Pacific Islander alone		
Two or more races		
Race unknown		

Gender

Gender	#	%
Female		
Male		
Other		

Category

Category	#	%
Individual with DD		
Family Member		

Geographical

Geographical	#	%
Urban		
Rural		

I. Output Measures

Objective	Performance Measure : IFA 1.1 People with DD who participated in activities	Performance Measure : IFA 1.2 Family members who participated in activities
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.*	237	0
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.*	20	12
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.*	279	0
Total # of Output Respondents	20	5

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD who increased advocacy	90
IFA 2.2 Percent of family members who increased advocacy	100

Sub-Outcome Measures : The number (#) of people who are better able to say what they want/say what is important to them

Projects	# People with developmental disabilities	# Family Members
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.*	0	0
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.*	18	5
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.*	0	0

Projects	# People with developmental disabilities	# Family Members
Total # of Sub-Outcome Respondents	18	5
IFA 2.3 Percent of people better able to say what they need	90	100

Sub-Outcome Measures : The number (#) of people who are participating in advocacy activities

Projects	# People with developmental disabilities	# Family Members
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.*	0	0
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.*	18	5

Projects	# People with developmental disabilities	# Family Members
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	18	5
IFA 2.4 Percent of people participating in advocacy activities	90	100

Sub-Outcome Measures : The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with developmental disabilities	# Family Members
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.*	0	0

Projects	# People with developmental disabilities	# Family Members
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.*	0	0
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.*	0	0
Total # of Sub-Outcome Respondents	0	0
IFA 2.5 Percent of people on cross disability coalitions	0	0

IFA 3 The percent of people satisfied with a project activity*

100

IFA 3.1 Percent of people with DD satisfied with activity*

100

IFA 3.2 Percent of family members satisfied with activity*

100

System Change Performance Measures

Description

Exercising Rights

SC 1: Output Measures - The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.	1	0	1	1	0	0	0	18	1

Objective	SC 1.1 Number of policy/ procedures created/ changed	SC 1.2 Number of statutes/ regulations created/ changed	SC 1.3.1 Number of promising practices created	SC 1.3.2 Number of promising practices supported through Council activities	SC 1.3.3 Number of best practices created	SC 1.3.4 Number of best practices supported through Council activities	SC 1.3 The number of promising and/or best practices created and/or supported	SC 1.4 Number of people trained/ educated	SC 1.5 Number of Systems Change activities with other organizations
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.	0	0	0	0	0	0	0	25	1
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.	0	0	0	0	0	0	0	0	0

Systems Change SC 2: Outcome Measures

Outcome Measures	Number(#)
SC 2.1 - Efforts that led to improvements *	0
SC 2.2 - Efforts that were implemented *	2

Sub-Outcome Measures

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.	0	0	1	0

Objective	SC 2.1.1 Policy, procedure, statute, regulation improvements	SC 2.1.2 Policy, procedure, statute, regulation implemented	SC 2.1.3 Number of improved promising or best practices	SC 2.1.4 Number of implemented promising or best practices
A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.	0	0	0	0
A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.	0	0	0	0

Section V: Council Financial Information

* - Required input

Council is its own DSA

Yes

Fiscal Information for Programmatic Purposes ONLY

1. Fiscal Year: *

2017

2. Reporting Period - Start*

10-01-16

2. Reporting Period - End*

09-30-17

3. Total Federal Fiscal Award for Reporting Year*

1399328

4. State Funds Contributing to Council State Plan Activities*

357237.79

5. Additional Council Funds Used for Other Activities*

174861.64

6. Federal Share of Expenditures*

741387.26

7. Federal Share of Unliquidated Obligations*

205854.76

8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award - Federal Share of expenditures - Federal Share of unliquidated obligations)*

452085.98

9. Match Required*

72214.25

10. Match Met*

625089.95

11. Match Unmet*

0

Fiscal Information for Programmatic Purposes ONLY

1. Fiscal Year: *

2016

2. Reporting Period - Start*

10-01-15

2. Reporting Period - End*

09-30-17

3. Total Federal Fiscal Award for Reporting Year*

1394959

4. State Funds Contributing to Council State Plan Activities*

349546.75

5. Additional Council Funds Used for Other Activities*

171235.57

6. Federal Share of Expenditures*

1365283.19

7. Federal Share of Unliquidated Obligations*

28784.52

8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award - Federal Share of expenditures - Federal Share of unliquidated obligations)*

891.29

9. Match Required*

22473.21

10. Match Met*

656485.13

11. Match Unmet*

0

Fiscal Information for Programmatic Purposes ONLY

1. Fiscal Year: *

2015

2. Reporting Period - Start*

10-01-14

2. Reporting Period - End*

09-30-17

3. Total Federal Fiscal Award for Reporting Year*

1305975

4. State Funds Contributing to Council State Plan Activities*

288885.34

5. Additional Council Funds Used for Other Activities*

208444.18

6. Federal Share of Expenditures*

1305975

7. Federal Share of Unliquidated Obligations*

0

8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award - Federal Share of expenditures - Federal Share of unliquidated obligations)*

0

9. Match Required*

33159.46

10. Match Met*

439712.37

11. Match Unmet*

0

Dollars leveraged for the reporting year being reported* 552876

Section VI: Measures of Collaboration

* - Required input

Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the Council and the P&A, the Council and the UCEDD, the Council and other collaborators may have worked on during the reporting period

The statewide self-advocacy organization has existed for nearly 20 years. However numerous barriers remain including becoming a truly independent board, and diversifying revenue to attain self-sufficiency. All four DD Network partners collaborated to support board and program development and expanding the self-advocacy network during FFY17. Developing and supporting self-advocate leaders remains a difficult process due to limited opportunities and a lack of resources to effectively support self-advocates in leadership positions. In FFY17 the Council and UCEDDs (Institute for Community Inclusion, Shriver Center) financially supported two year-long fellowships. Many people with developmental disabilities do not exercise their right to vote. On average, only 42% of people with all disabilities vote. A major barrier to voting is the belief, by both the service system and people with developmental disabilities, that they are prohibited from voting. In FFY17 the Council and the Disability Law Center's partnered in the RevUp MA initiative.

Identify the Area of Emphasis collaboratively addressed by DD Network

1. **Quality Assurance** true
2. **Education and Early Intervention**
3. **Child Care**
4. **Health**
5. **Employment**
6. **Housing**
7. **Transportation**
8. **Recreation**
9. **Quality of Life** true

10. Other - Assistive Technology

11. Other - Cultural Diversity false

12. Other - Leadership true

13. Other - Please specify

14. Other - Please specify

15. Other - Please specify

Strategies Collaboratively implemented by DD Network

The report should include a narrative progress report that cohesively describes the activities that were implemented by the Council and the P&A, the Council and the UCEDD, the Council and other collaborators.DD Network. For at least one of the issues/barriers identified above describe: (a) the issue/barrier; (b) collaborative strategies to address issue/barrier and expected outcome(s); (c) the DDC's specific role and responsibilities in this collaborative effort. Include any technical assistance expertise DD Council staff can provide to other States in this area; (d) briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired; and (e) any unexpected benefits of this collaborative effort.

The DD Network collaborated in multiple areas in FFY 17. The three primary areas included supporting self-advocacy, leadership development and voting. In FFY 17 the network, along with the state DD agency, continued supporting regional efforts to better link the local self-advocacy groups with statewide activities. The network partnership also continued funding for specific projects to be implemented by self-advocate employees.

The network continued collaboration to support strong community organizing and systems advocacy. The Council and the two UCEDDs (Institute for Community Inclusion, Shriver Center) financially supported two year-long fellowships in FFY 17, one for a person with a developmental disability and one for a family member. These fellowships provided opportunities for the fellows to develop and enhance leadership skills and knowledge of disability issues and systems advocacy. The Gopen Fellowship is for a person with a developmental disability. The Crocker fellowship is for a family member.

In FFY17 the Council partnered with the Disability Law Center, Independent Living Centers and other advocacy groups in the RevUp MA initiative to educate people with disabilities, families, providers, voting officials and many others in an effort to increase participation of people with developmental disabilities in the election process.

The Council provided the technical staffing to build and manage the RevUp MA database and website. The website provides useful information and tools for voters with developmental disabilities. A campaign to register voters was undertaken and individuals could choose to be included in the database, which was used to provide timely information and to connect ILCs to voters with developmental disabilities in their area who need assistance.

Follow up data on actual voting numbers was difficult to obtain. This issue will be addressed going forward, and the participating organizations have made a commitment to continue this effort in future years.